

15

CTA *Journal*

CALIFORNIA TEACHERS ASSOCIATION

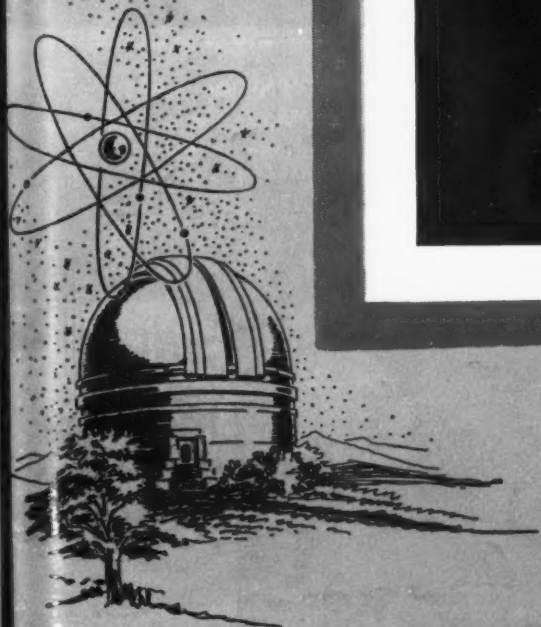
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FEBRUARY
1956



Lee Alvin DuBridge—A Great Californian





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FEBRUARY, 1956

Volume 52, Number 2

L. A. DuBridge

Personal interest in pupils and a mastery of subject-matter are the characteristics of the good teacher, according to the president of famous Caltech. Dr. Lee Alvin DuBridge, pure scientist, tells his first-person story on page 10, the sixth in our series on Great Californians. Cover photograph by Elson-Alexandre.

EDITORIAL COMMENT

Vigorous Action Needed on

NEA Life Membership Goal *Arthur F. Corey* 5
Find and Encourage Young Teacher Candidates *JWM* 52

ASSOCIATION ACTIVITIES

California Supports Columbia Project 1
New Placement Counselors at CTA 15
Calendar of Coming Events 17
Accreditation of Teacher Education 18
CTA Sponsors Alaskan Air Tour 22
Values to Live By *Sarah Carter* 34
What I'd Like to Know Is *Harry A. Fosdick* 37
Cost of Living and Teachers' Salaries *Kenneth R. Brown* 47
Letters from Readers 50
Study of Achievement Test Norms 46

FEATURES OF PROFESSIONAL INTEREST

From the Field (State news summary) 7
Education U.S.A. (National news summary) 8
Courage at Floodtime *Ann Lawrence* 9
Most Unforgettable Teachers I Have Known *Lee Alvin DuBridge* 10
What Is A Teacher? 12
Baubles, Bangles, and Beads *Max Rafferty* 13
Conquest of Polio Will Take Time *Hart E. Van Riper* 16
A Great Summer for Travel *Vivian Toewe* 19
John Gage Marvin *Peter Thomas Conmy* 24
Salvage the Gifted *Carl J. Schreiter* 28
Mark of a Teacher *A. R. Wagner* 36
Self-Appraisal and the Beginning Teacher *Kathy Sternberg* 31

MISCELLANY

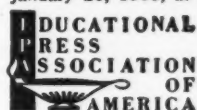
Cartoons: *Landin* 22-33-39; *Dvorman* 15-17; *Matteson* 30
New Books 40, Audio-Visual Aids 43, Yours for the Asking 51

Copyright 1956 by California Teachers Association
Journal contents are listed in Education Index

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CTA Journal is the official publication of the California Teachers Association. It is published the first of each month except June, July, and August by the California Teachers Association, 693 Sutter St., San Francisco 2, California. Active membership dues are \$12 a year including subscription to the Journal; other subscriptions \$2 per year. Entered at the San Francisco postoffice January 23, 1906, as second class matter under the Act of Congress of March 3, 1879. ADVERTISING: represented nationally by State Teachers' Magazines, Inc., 307 No. Michigan Ave., Chicago 1; 600 S. New Hampshire Ave., Los Angeles 5. Opinions of writers are not necessarily those of CTA. Manuscripts and photographs on educational subjects are invited but the publisher assumes no responsibility for return or compensation. CHANGE OF ADDRESS should reach the CTA Membership Department, 693 Sutter St., San Francisco 2, at least 40 days before normal delivery date.

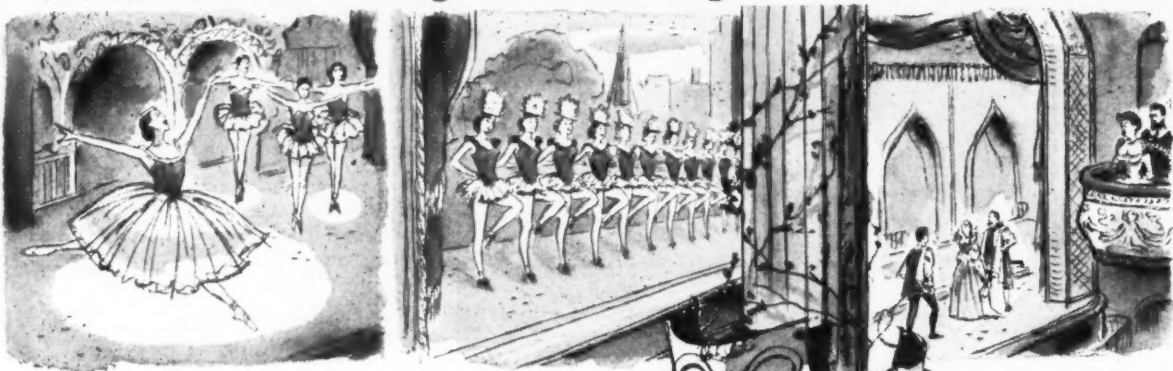
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"All the world's a stage and the stage is a world in itself."



THE STAGE...

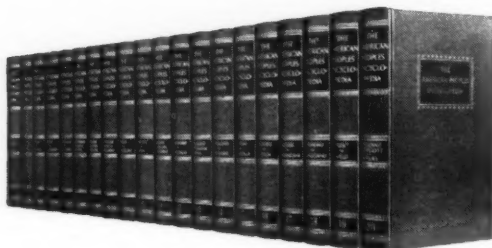
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CTA Journal, February 1956



Arthur F. Corey
CTA Executive Secretary

Vigorous Action Needed on NEA Life Membership Goal

THE National Education Association is now building a new headquarters in Washington, D.C. This project is long overdue and will be completed and dedicated in 1957 as a part of the Centennial celebration of the organization.

At the outset, each state was assigned its share of the cost of the completed facility. California's quota was \$350,000, to be paid in cash or life memberships by 1957. Half of the time available to raise this money has passed and only \$131,000 has been collected. Practically all of this amount has been provided through the sale of NEA life memberships. The receipts for these memberships are credited against the state quota. The record to date is not good. California does not usually ignore its professional obligations. The future national influence of the profession in California will be jeopardized by failure in this effort. Other states which are promptly paying their share will expect us to do the same. We can afford to do no less.

We must have 1455 additional life members in the NEA by June 1957. This will provide the \$218,000 we still need to meet the original quota.

There are thousands of teachers in California to whom the life membership is a good business proposition. Cash is not required. Fifteen dollars a year for ten years will pay for one's NEA membership for life and credit the full \$150 immediately to California's contribution for the much-needed new building.

If each local chapter would appoint a life membership committee immediately and really bring this responsibility and the opportunity to its members, California's total quota could be achieved this school year.

The NEA convention is in Portland this summer. Our delegation should go to this meeting proudly rather than apologetically. I hope the president of every local chapter will take steps to make this possible.

Membership blanks and information can be secured from section secretaries or from state headquarters at 693 Sutter St., San Francisco.

A handwritten signature in cursive script, appearing to read "A.F.C.", located at the end of the paragraph.

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FROM THE FIELD

... statewide professional news

PEOPLE AND PLACES . . . More than 1200 delegates are expected at the 8th annual conference co-sponsored by California Recreation Society, National Recreation Association, and California Recreation Commission, set for February 12-15 in San Diego ● Thirty organizations are listed in January edition of *California Schools* as approved for school memberships from school district funds. Although six CTA affiliated organizations are listed—and one associate—California Teachers Association is not named. No tax money may be used directly for CTA memberships ● Business educators and representatives of industry will discuss human relations in business when the California Business Education Association holds its 1956 convention at the Sheraton Palace hotel in San Francisco March 25-27 ● USC will offer a University College evening class beginning February 9 titled "Survey of Public Relations" ● Rafer Johnson, former Kingsburg high school student (whose story was told in *CTA Journal* for November 1954), is being marked as "world's greatest athlete." The UCLA student (200 pounds, 6-foot-3-inch, 20-year-old sophomore) has bested five of Bob Mathias' Olympic decathlon scores ● CTA finished 1955 with a total membership of 80,096 and an NEA tally of 46,635. Renewal and new CTA memberships for 1956 added to 53,969 as the new year began, with indications of reaching the 84,000 mark ● Miss Bertha E. Roberts, for 29 years deputy superintendent of schools in charge of elementary schools in San Francisco, died December 15. A native San Franciscan, she joined the school system in 1903 and retired in 1948 ● Mrs. L. E. Burr of Las Vegas, Nevada, has been nominated to succeed Mrs. Edward T. Walker of Los Angeles as vice-president of Region VIII of National Congress of Parents and Teachers. Election of NCPT officers will be held at 60th annual convention to be held in San Francisco May 20-23 ● W. Harold Kingsley and Arnold Wolpert represented CTA Field Service at the conference of National Education Field Service Association held in Washington December 13-16. "The field worker is the vital two-way link between teachers and their professional organizations," NEA Secretary William G. Carr said in welcoming representatives from 29 states ● CTA Southern Section staff expects to move into portions of its new headquarters building February 3 and 4. Date of formal dedication will be announced soon ● Richfield's "Mayor of the Town" TV series on 14 California stations will feature conservation of natural resources during a 30-week schedule beginning in February ● J. R. Croad, superintendent of Burbank unified school district, has published a 34-page annual report which is a model of excellent design, illustration, and editorial presentation ● Mrs. C. Dean Freudenberger, third grade teacher at Longfellow school in Compton, has been commissioned a deaconess by the Methodist church and will leave with her husband to do educational and agricultural work at a mission in the southern Belgian Congo ● Chico State College will offer a workshop in Counseling and Guidance June 18 to July 13, with basic,

advanced, and seminar levels. Tuition will be \$34 ● Ballard School, one of the three remaining one-room schoolhouses in Santa Barbara county, is now in its 72nd year. Teacher Ellyn Hansen teaches 15 pupils, first to fifth grade. Decker Canyon School, three miles north of Zuma Beach, last of the one-room schoolhouses in Los Angeles county, will close its doors for the last time next June. Mrs. Helen Weaver, teacher, has 25 students and only one will graduate from the sixth grade this year.

NEW CTA CHARTERS Charters recently approved by the CTA board of directors include: No. 466, Southern Santa Cruz County Teachers Association; No. 467, Morongo School District Association, San Bernardino county; No. 468, Alum Rock Teachers' Association, Santa Clara county; No. 469, Glen Avon Teachers Association, Riverside county; No. 470, American River Junior College Faculty Association, Sacramento county; No. 471, Ventura Elementary Teachers Association, Ventura county; No. 472, Coalinga Secondary Schools Teachers' Association, Fresno county.

SUMMER WORKSHOP The 1956 Summer Workshop on Teacher Education, which will be sponsored by California Teachers Association, the California Council on Teacher Education, and the California Congress of Parents and Teachers, will be held at the Santa Barbara campus of the University of California August 22 to 31. Dr. James C. Stone, specialist in teacher education of the State Department of Education, will be director of the ten-day session. Charles E. Hamilton of the CTA staff is chairman of the planning committee, assisted by Dr. Loretta Byers of the Santa Barbara faculty. Problems for study will include certification, recruitment, and accreditation of teacher institutions.

SAFETY WINNERS ANNOUNCED Expense-paid trips ranging from six months to one week were won by six teachers in the Teamsters-Green Cross Safety Crusade essay contest announced on page 41 of the September 1955 *CTA Journal*. Contest had been extended to the end of the year to allow time for judging of numerous entries from northern California teachers. Announced on January 10 were winners in this order: 1. Jay R. McCullough, San Jose night junior college; 2. Victor M. Houston, dean of educational services at Chico State College; 3. Mrs. Jane Gray, teacher-vice-principal, Riverside school, Albany; 4. Patrick Kelley, Castro Valley; 5. Leonard Maley, Thomas Downey high school, Modesto. Jury of judges included six teachers of driver education in the San Francisco district with Earl F. Campbell of the National Safety Council.

NEW GRADE POINT SYSTEM A new grade point system going into effect simultaneously in all California state colleges and public junior colleges, assigns four grade points to a letter grade "A", three to "B", two to "C" and one to "D." No student will lose grade points in the conversion. Under the previous system, no points were awarded with a "D" or an "F." Main reason for the change is to eliminate equal values of the "D" and "F" grades. However, a student will still need a "C" to graduate, the difference being that he will need a two point instead of a one point average.

EDUCATION, U.S.A.

..... national professional news

VIRGINIA SPEEDS SEGREGATION PLAN After voters of Virginia favored the action 2 to 1, the Senate in mid-January unanimously passed a bill setting March 5 as the date of a convention to amend the state constitution to allow use of public funds for educating children in private schools. The move was widely regarded as a temporary stall in defiance of the U.S. Supreme Court's decisions on anti-segregation.

SCHOOL CONSTRUCTION HIGH IN PRIORITY As the 84th Congress opened, Federal aid for school construction took its place among the top eight issues for early consideration. President Eisenhower's message to Congress called for two billions for schools, with \$1,250,000,000 in grants over the next five years, Federal purchase of schools bonds, and an incentive plan to spur local effort on school building. Controversy was expected over his plan to distribute funds only to states which maintain a dollars-per-pupil effort proportionate to the national average.

EDUCATION, KEY TO LASTING PEACE This is the theme of the 81st annual convention of American Association of School Administrators, set for February 18-23 in Atlantic City, N. J. More than 18,000 superintendents and other educational leaders are expected. Gen. Carlos P. Romulo, chairman of the Philippine delegation to the United Nations; Marion B. Folsom, secretary of the Department of Health, Education, and Welfare; and Mrs. Rollin Brown of Los Angeles, president of the National Congress of Parents and Teachers, are among scheduled speakers.

BOY SCOUT WEEK FEB. 6-12 More than four million Boy Scouts, Cub Scouts, Explorers, and their adult leaders will observe the 46th anniversary of the founding of the Boy Scouts of America. Activities will focus public attention on the Scouting program which emphasizes leadership training and character building. Scout Sunday, February 12, will conclude the week of observance. Hundreds of school men take an active part in leadership of the Scout program.

STATE COLLEGES IN FIVE-YEAR PLAN State colleges are studying the relationship between estimated, projected enrollments for the next five years and the nature and type of educational programs to be offered. Capital outlay requests for 1956-57 will be based upon a five-year projection of the

educational program. Basing the college building projections on a prior statement of program and services represents a new emphasis in state college development and one which will insure greater efficiency in operating the colleges.

RALPH BUNCHE TO ADDRESS PRINCIPALS Dr. Ralph J. Bunche, under secretary of the United Nations (whose story appeared in the October 1955 *CTA Journal*) will address one of the general sessions of the 40th annual convention of the National Association of Secondary School Principals in Chicago February 25-29. Approximately 4000 educators from all parts of the United States are expected to attend.

PEOPLE AND PLACES A new book deals with *Guidance in Groups*, written by Dr. Margaret E. Bennett of Pasadena City College. Publisher is McGraw-Hill. • Paul W. Pinckney, principal of Oakland high school, is a newly appointed member of the advisory council of the National Merit Scholarship Corporation. • "Median televising time for elementary pupils is 20 hours a week," writes Arnold L. Lazarus in the January issue of *Educational Leadership*, published by ASCD. Mr. Lazarus teaches in the Santa Monica city schools; his findings are based on a study he made while on leave of absence on a Ford grant. • Dr. Clark Kuebler, provost of Santa Barbara College of U.C., has resigned. • Bakersfield College is presenting a series of radio broadcasts over KERN. The six programs to be heard this semester deal with guidance, curricular offerings, vocational and technical courses, the evening program, and the humanities division. • Annual meeting of the Department of Elementary School Principals, NEA, will be held in Denver March 7-10. Theme will be "The Principal's Role in Instructional Leadership." • Family Study Center at University of Chicago will offer a workshop July 9-27 on family life education and evaluation. • National School Boards Association will hold its annual convention in Atlantic City February 16-18. Expected are 1500 board members to meet at the Chalfonte-Haddon Hall hotel. • Syracuse University will offer a workshop in public affairs July 2 to August 10 with three weeks in Washington and the same time in New York. • California has 2,447,000 pupils enrolled (leading New York with 2,337,760) according to U.S. Office of Education Circular No. 467. With 85,500 full-time teachers, California falls behind New York by 7,000, however. This state has 110,000 pupils in excess of normal capacity but has 8,000 classrooms scheduled for completion this fiscal year, the 1954 statistics indicate. • A new feature of the 1956 American Education Week (November 11-17) will be National Teachers Day on Friday, November 16, paying tribute to teachers for their services to children and to the nation, and as a day to highlight the urgent need for qualified teachers to keep pace with mounting school enrollments. • To acquaint the public with Navy schools, reserve activities, and training methods, visits to Navy schools and reserve training centers may be arranged for interested groups. Transportation must be provided by the group. Arrangements may be made by contacting local Navy Recruiting office.

Torrential rains which swept northern California three days before Christmas and continued through the holidays caused property damage estimated at half a billion dollars and took a toll of 64 lives. Schools from Eureka to Santa Cruz and from Yreka to Visalia suffered in the floods which followed. Other schools in the stricken areas became disaster relief centers. Perhaps hardest hit was Yuba City. The story on this page was written by Ann Lawrence, Red Cross information specialist of San Francisco, who conducted special interviews for CTA Journal. JWM

Courage at Floodtime

THE Christmas floods left schools in Yuba City plastered with inches of muck and 90 per cent of all supplies destroyed.

But on January 16 the three elementary schools and union high school were ready to reopen as a second rain-storm forced evacuation of the stricken city. That school could be ready for classes again—only 23 days after an eight-foot wall of water hit the levees—stands as a symbol of the courage of this community of 10,000.

Worst-hit school was the new Park Avenue elementary school, enrollment 530, where the water stood at five feet. When Principal Robert Fizer returned, he found four inches of greaselike silt, boilers full of muddy water, books and desks ruined.

But all this is to start his story too soon. Let him tell it—as of January 12.

"I was working on the levee 14 miles below the Shanghai Bend, where the break came December 24. When I heard that the city was being evacuated, I made a dash to get my family. We slept in the Williams high school gym the first night—on the floor. The second night we slept on cots. When I finally got back to Yuba City, I got a gang of men together and started in here."

His own home?

School Came First

"Yes, we had two and a half feet of water in the house," he said. "But my wife's taking care of that. I wanted to get the school open. It means a lot to the community. I know what it means to me. Two of my children, Allen, 8, and Joann, 5, go to school here."

Fizer and the gang of 14 men put in



Marysville Appeal Democrat

Men from a nearby farm labor camp help "muck out" at hard-hit Park Avenue school in Yuba City. Teachers were hard-hit, too, during the Christmas-week storm. First grade teacher Mrs. Bonnie Morford couldn't even find the foundations of her home after the flood subsided.

12 hours a day straight through New Years, "mucking out," re-wiring, hauling desks (that broke at a touch) away to the dump to be burned. They even hauled away a house that had landed in the middle of the yard.

But, on January 16 the school was ready to start, and in a building that was immaculate. But civil defense officials watched the swollen river beat against weakened levees a second time, ordered 1800 families to the hills. But the flood passed, another nightmare averted, and children returned to classrooms.

Across the Feather River, that smashed and pummeled Yuba City, lies the twin city of Marysville, untouched. The schools opened January 3 there, one day after the Red Cross shelter and disaster headquarters in the Marysville elementary school were closed.

Teachers Helped Heroically

Among dozens of teachers serving 14 hours a day at disaster headquarters was music teacher Evelyn Boyd. She

came back from Vallejo Christmas Day, reported to the shelter at noon, and one hour later was talking with families, finding needs, issuing Red Cross orders for groceries and bedding.

The two Marysville elementary schools, usual enrollment 1,530, opened with 150 extra children at the doors. A few were from Yuba City; more were from such schools as Wilson, Gaither, and Barry in Sutter County that were nearly wiped out.

Christmas Tragedy

"We just took them in," said Superintendent John H. Palmer. "Without transfers, without anything—their records are destroyed."

"I heard one of the youngsters tell about Christmas," added Mrs. Frank Freeman, eighth grade teacher who had helped man the welfare inquiries desk at disaster headquarters. "She and her family had to leave before they could open their presents, and when they came back, they found them floating round and round the living room."

A great scientist pays
tribute to good teachers.



Most Unforgettable Teachers I Have Known . . . **Lee Alvin DuBridge**

THE first teacher of whom I have clear recollection was Ada Fuller, my teacher in the seventh grade in Grand Rapids, Michigan. My family moved around so much from city to city while I was young that I never had any single teacher for longer than a year or so. I suppose the reason I remember Miss Fuller is that she offered me a job at her apartment carrying coal for the stove and paid me, I think, twenty-five cents a week. In this way I got acquainted with her and her sister, also a teacher, and came to admire them both very much.

Ada Fuller's major characteristic was her personal interest in her students and the attitude of respect which she inspired. After I left Grand Rapids, she and I exchanged Christmas letters for at least twenty-five years. She always seemed to be much interested in what

I was doing. She eventually retired from teaching and then, during the war, I ceased to hear from her.

They Remember Her

Many years ago, I met the wife of an old friend of mine and discovered that she, too, had gone to school under Ada Fuller and also remembered her with affection. She, too, had kept in touch with her for many years after leaving school and, since she continued to live in Grand Rapids, she frequently visited Miss Fuller personally.

I went through high school in Sault Ste. Marie, Michigan, and had a number of very fine teachers there. I remember especially Mr. Barber, who taught chemistry and physics. (Shortly after I graduated, he left Sault Ste. Marie to go to an eastern boys' school.) Mr. Barber was admired by the stu-

dents, not only because he did a good job of teaching chemistry and physics but, I suppose, more obviously because he also coached the football team. He was a pretty good coach although he was a rather small, chubby man and certainly did not look like an athlete. I was not an athlete, so I never saw him in action on the football field, but I know that he taught us chemistry and physics in a way which made all of us learn the fundamentals most thoroughly.

He Was Thorough

High school courses in science are so frequently superficial that I have come to appreciate more and more Mr. Barber's courses as the years have passed. I realize that he made us acquire a very thorough understanding of the basic principles of the subject. It was certainly in his classes that the idea of

going into science first was brought to my attention. When I graduated from high school, however, I still had no very clear idea of what I expected to do. I actually started to major in chemistry when I went to college, but I soon found out that it was not as interesting as Mr. Barber had made it appear. I switched to economics, but this was even worse and I finally found myself in physics.

Another high school teacher whom I remember with great affection was a man who taught German and history. His name was Schroeder. He was born and raised in Germany and was a man of great cultivation and of very broad knowledge. He not only taught in the high school, but also preached in the local German Lutheran Church on Sundays. I took from him two years of German and also a year of medieval history, and acquired a great appreciation and admiration for the literature and culture of Europe. He taught history as though he had actually experienced every event himself. I realize now that he was a great scholar in the field.

Wartime Prejudice

I graduated from high school in 1918, a year after the United States entered World War I. At that time German-born citizens were being subjected to great injustices, but Mr. Schroeder had won such respect in the community that he was spared mistreatment. Later, however, the pressure became so strong that the teaching of German language was discontinued and I think he resigned from his teaching position.

While at Sault Ste. Marie high school, I also had two splendid teachers in mathematics. One was a woman whose name I have forgotten although I liked her very much. She taught geometry and she seemed to know everything there was to know about the subject. Under her tutelage, geometry seemed like an immensely interesting subject. The other was a man, Mr. Beaman, who became also the principal of the school and married an English teacher with whom we were *all* in love!

I was one of those strange boys who liked to go to school and I liked most of my teachers. It used to make me ashamed when I heard other boys making fun of them or calling them bad names. I can't remember any teacher whom I really disliked, though I must have had several dozen teachers in elementary and high school whom I have completely forgotten.

Senior Statesman of Science Tells His Story

A DEDICATED spokesman for the best in scientific education, one of a rare breed of men, is Lee Alvin DuBridge, president of the California Institute of Technology. The 54-year-old "pure" scientist, head of one of the Nation's most powerful advisory boards and wartime director of the fabulous Radiation Laboratory at M.I.T., has been called the Senior Statesman of Science.

Even before *Time* magazine published a cover story about Dr. DuBridge in its May 16 edition last year, I had selected the head of Caltech to represent the field of science in the Journal's series of features on Great Californians. Although a frequent visitor to California since 1926, he has been a full-time resident of Pasadena for the past ten years.

One of the few men in the world who lead fundamental research in physics, Dr. DuBridge is a purist in a technological Babylon where the search for knowledge is its own reward. He has helped to make Caltech the study center for five Nobel prizewinners and to raise it to a position in scientific pursuit where it has no superior in the world.

Born in Terre Haute, Indiana, September 21, 1901, he attended public schools in Michigan and earned his bachelor's degree from Cornell College, Iowa, in 1922. Taking his master's degree at University of Wisconsin, he went on to win his Ph.D. there in 1926. He became an instructor in physics at Wisconsin during his doctoral preparation and then became a National Research Fellow.

Dr. DuBridge was an associate editor of *American Physics Teacher* from 1935 to 1938, meanwhile contributing heavily to scientific publications. He specialized in studies of photoelectric effect, radar, direct current amplification, and nuclear disintegration.

As chairman of the Science Advisory Committee of the Office of Defense Mobilization, Dr. DuBridge stands in the first ranks of atomic scientists. His interests are so broad, however, that last November he was elected chairman of the board of trustees of the independent Air Pollution Foundation, a scientific research organization dedicated to the elimination of smog in the Los Angeles area.

Honors have been many and varied. He received the British Royal Medal in 1946, the year he took over at Caltech. The next year he won the Research Corporation Award. He received nine honorary doctoral degrees as well as numerous awards from institutions and governments. He is a member of the American Philosophical Society and the National Academy of Sciences.

A great educator and administrator as well as a scientist, Dr. DuBridge has some revealing memories about the good teachers of his life. I asked him to describe the teacher who had the most significant effect on his development. Although pressed by a June trip which would take him abroad, he took the time to dictate his story about several teachers, a story which was so complete and coherent we publish it below almost without change.

As the sixth in our series of Great Californians to illustrate the theme that "a good teacher stands in the shade of our great men," I am happy to present the first-person account as told by one of America's greatest scientists.

J. Wilson McKenney, Editor, CTA Journal

O. H. Smith Was Memorable

In Cornell College of Iowa it was O. H. Smith in physics who was my chief adviser and friend. I took first-year physics under him as a sophomore and I guess I did reasonably well. At any rate, at the end of the year he asked me if I would serve as a laboratory assistant the following year. This I did, and also took all the advanced physics courses he offered. He, too, was a teacher who insisted on thorough understanding of the fundamentals. Even if he got only half-way through the textbook that was being used, he made sure that most of the class under-

stood what had been covered. I remember this was especially true in one of the advanced courses, for I think we did indeed cover only half of the book. But we labored together and worked over the problems, proved every proposition and argued about all its implications, never leaving a subject until we all felt thoroughly familiar with it. It was a small class, of course, so this thorough treatment was feasible.

With most teachers I remember, it is not only the classroom but the personal contacts which stand out vividly in memory. O. H. Smith and I were

(Continued to Page 22)

LOOK Magazine's great
feature on education
to be out February 7

What Is A Teacher?

"A TEACHER," says LOOK magazine (February 21 issue which will reach newsstands February 7) in one of the biggest picture stories on education ever to appear in a national magazine, "is educator, foster mother, psychologist, janitor . . . and one of the most important people in our national life."

What's more, LOOK has the pictures to prove it—some 35 classroom-in-action shots sprinkled through this special 16-page section called "What Is a Teacher?" The pictures show the everyday classroom life of a typical elementary school teacher—hammering wall charts and art work into place, leading setting-up exercises, keeping an eye peeled for skinned knees on the playground, supervising hand-washing, comforting broken hearts, forgiving wrongdoers, drinking coffee with parents who come to visit, and teaching, always teaching.

It's a Lively Story

In the accompanying text, Reporter George B. Leonard, Jr., father of daughters in the second and third grades, tells parents that "to spot a good teacher, you look first at the kids." The kids in the LOOK story are alive, sparkling with interest in what's going on at school, and to a man, in love with their teacher.

(The teacher is Miss Carolyn Wilson, 23, a second-grade teacher at Garfield School in Decatur, Illinois, where LOOK photographer Charlotte Brooks and Reporter Leonard "enrolled" for two weeks. A 1954 graduate of Eastern Illinois State College, Miss Wilson is



"TO SPOT A GOOD TEACHER, YOU LOOK FIRST AT THE KIDS." So says the special 16-page feature on the teacher in America scheduled for the February 21 issue of LOOK (out Feb. 7). Shown here is Miss Carolyn Wilson, second grade teacher at Garfield School in Decatur, Illinois, and some of her 28 pupils. LOOK editors "enrolled" in the class for two weeks, shot 2500 pictures.

—LOOK photo by Charlotte Brooks

in her second year of teaching in Decatur. She attended Teachers College at Columbia University last summer.)

As a warm-up to his section called "The Truth About the Teacher Crisis," Mr. Leonard traveled around the country, talking to scores of teachers, principals, superintendents, state and national education experts, parents, and the children themselves.

He disposes of the "Good Old Days" as a nostalgic hoax, and says Rudolf Flesch's book has some truth in it, "but not much."

As for discipline in modern schools, he says, teachers are doing a good job

with normal children. He cites a story told by Michael Katzoff, principal of Bronx (N.Y.) Vocational, the "Blackboard Jungle" school. A new student there came up to a teacher and said he had just seen a movie called *The Blackboard Jungle*. "It was awful," the boy said with feeling. "I'm glad I'm not in that school."

Pointing out that if teaching can be made more attractive with better salaries, and more recognition for teachers' contributions to community life (Vice President Nixon told him he was inviting the principal of his children's school

(Continued to Page 39)

BAUBLES, BANGLES, AND BEADS

Are we accepting flimsy substitutes for the knowable fulfillment of our objectives? Are the symptoms of our frustration empty words and fruitless action? Here is an educator who takes a searching look and forms an opinion, but concludes with suggestions which may fill the void.

Max Rafferty

PYTHAGORAS, or one of his more mystically-minded followers, taught that a man's life experience, to be complete, must embrace both Alpha and Omega—the beginning and the end. The idea was that before anyone could savor the fullness of life he must first gain the vital concept of totality. He must be able to perceive the inner meaning of things, to see how the individual entity proceeds inevitably from first causes and progresses majestically unto the final conclusion. Only after experiencing such knowledge could a man find peace and fulfillment.

Now this philosophy would get about as short a shrift in modern America as General Sherman before a jury of Georgians, but it seems to me that we as educators should think about it a little. For quite a spell, now, we have been labeled the most frustrated of all the professions, and it may well be that somewhere in the above paragraph lies the reason for this charge.

Life Fulfillment

Let's look at engineering. The able practitioner of this mathematical art is present at the conception, birth, and ultimate apotheosis in steel and concrete of his brainchildren. He savors Alpha and Omega not once in his lifetime, but many times. His sense of completeness, of fulfillment, is ever-present.

Mr. Rafferty is superintendent of schools in Needles. If we may be allowed the pun, he is an expert in giving "the needle" to the profession, always with balanced perception and good will. It might be added that the Great Californian series now running in the Journal is a striking example of the fulfillment of teachers' hopes, the only valid answer to the creeping frustrations about which Mr. Rafferty writes so ably. JWM

The ministry? The classic case of the Vicar of Wakefield, who presided over the births, christenings, marriages, and funerals of his humble parishioners and who had time left to pursue the seducer of his fair daughter over half England, comes immediately to mind. Surely the good Vicar's vocational subject-matter, his life-work material, contained the ingredient of completeness. The conclusions may not always have been satisfactory, but at least he got to see them.

In medicine and in law, the origins of the problems do not begin with the practitioner, but they are made clear to him as he studies the cases. The climax and termination of each case find the professional man present and functioning, for good or ill. He perceives completion. He experiences fulfillment.

What of Education?

It has long been a puzzle to me that no one has ever put his finger on the one factor which more than any other stands out to make education unique among professions. That factor is this: We are a "cross-section" profession. We deal with horizontal slices of life, cut thick or thin but never present in entirety. The child comes to us out of limbo, a *terra incognita* which can be mapped and charted only fuzzily with the dubious assistance of the trusty cumulative record folder. He leaves us after a brief but eventful span and passes like Arthur into an unknown bourne where we cannot follow, and from which seep down to us only the rarest and most tantalizing glimpses and echoes of a future we were never meant to share.

Unless we achieve a sort of quasi-immortality, like Mr. Chips, and live to see the grandchildren of our pupils come back to us like a kind of human compound interest, we seldom achieve

fulfillment. We are in the exact position of a Hitchcock fan who is condemned to watch the reshowing of the first reel over and over again, but who never gets to see how the mystery comes out. Once in a while a headline will open up a glimpse or two. A former student becomes an eminent politician. Another locksteps into the death chamber at San Quentin. Out of the hundreds whose lives we have so intimately affected, what are these few bones thrown us by a careless future? Some of us get letters. Some have visitors. Most of us do not.

Is this frustration? Why, it is the delirious quintessence of frustration. It is the psychiatrist's happy hunting ground. Here let us let him take over, and tell us what comes next.

"That's rather obvious," he remarks, smiling at us over his spectacles and smoothing down the cushions of the couch. "Sublimation, of course. Substitution, if you like that better."

And so we substitute. Where the family doctor receives the tearful thanks of his patient whose life he has saved, we set up various societal mechanisms so that we can thank each other. Did you ever stop to think of all the time and paper and ink and money we spend each month just telling each other how good we are? The lawyer who succeeds in removing his client from immediate proximity to the hot seat gets his sense of completion well fortified with testimonial dinners, hearty appreciation, and something considerably more substantial. An educator gets another degree. If he is lucky and hits the jackpot, other educators conspire together and award him a scholarship to some institution of higher learning where he can accumulate still more of those scrolls and parchments which have come to symbolize fulfillment to our profession.

Our friendly psychiatrist is still beam-

ing at us. After all, it is seldom that he gets a whole profession to analyze.

Built-In Frustration

"You see, your frustration is fundamental. Built-in, as it were. The human brain is not constructed to contemplate infinity without showing signs of drastic wear and tear. And your job involves infinity."

The physician cures or kills. His task ends with the discharge of the patient, into the bosom of his family or of Abraham, as the case may be.

The attorney wins or loses. His appeals, though seemingly interminable, are finite.

The engineer dedicates his bridge. The ribbon is cut, the traffic roars by, and he goes home to dinner.

Where does our job end?

Certainly it does not end with the promotion of the pupil. The seeds which we have sown have hardly begun to germinate by that time. They may ripen by years, by decades, or not at all. Like Tennyson's world, the reverberations of our teaching spin forever down the ringing grooves of change. We, however, are seldom around to catch the echoes.

It is doubtful if Aristotle, with all his wisdom, could have imagined the Hellenization of the known world which sprang from the short years he spent teaching the youthful Alexander. Mentor Graham was shoved into an unknown grave, unwept, unhonored, and unsung save for the single pupil whose voice, framing the imperishable syllables "of the people, by the people, for the people," gave back to all mankind thoughts implanted years before by the humble Illinois instructor. The ripples of that teaching have not yet ceased to widen in the pool of history. Who is to say what their final implications may prove to be?

All of us in education are engaged in an endless game of blindman's buff with the future. Fruition, completion, fulfillment—these concomitants of other life work—are not for us. The shadowy form of the psychiatrist in the background, nodding pleasantly like a metronome, reminds us of our fate.

We must substitute, or suffer the consequences.

We Find Substitutes

And for what fetishes have we been content to trade the shape of things to come? Conventions and conferences, for one thing. Was ever any profession so bespangled calendar-wise with dates of workshops, institutes, meetings, and

buzz sessions? From these swarmings emerge clouds of mimeographed summaries, dittoed synopses, and printed yearbooks, studded with those most heart-warming of all symbols—our names.

Then there are the degrees and credentials. These also bear our names, along with other formulae and incantations designed to impress both contemporaries and posterity. In the light of the frequently heard murmur that all it takes to get any such document under the sun are sufficient money and the patience of Job, what is the significance of these pieces of paper? Once again, it is symbolism. They represent status, prestige, appreciation—the poor crutches which replace the non-existent limbs of completion and fulfillment.

To resort to imperfect analogy, let us visualize an imaginary medical profession wherein no doctor ever knew whether his patients lived or died—wherein the diagnosis was neither verified nor disproved—wherein after treating the ailment the physician had to depend upon the uncertain vagaries of correspondence, rumor, and the press to discover the final outcome of the case. Nay, worse still, by some miraculous process of eugenics the treatment of the patient affected his very germ plasm, so that the ultimate results of the medicament became apparent only unto the second and third generations. Would not our friends the doctors throw up their hands in despair of ever knowing beyond peradventure that their theories were in fact correct? Would they not grow increasingly myopic trying to peer beyond the veil of the future? Would they not, in short, experience frustration?

I can guess what they would do to compensate. They would proliferate their medical association into unnumbered splinter groups and societies, with alphabetical initials unknown in their profusion since the early days of the New Deal. They would meet at increasingly short intervals to give testimonials to themselves, and to pin medals on each other's chests. They would set up artificial hurdles along the track of life at places cunningly selected to stimulate the flagging practitioner. They would prick, and goad, and spur with paper rowels the laggards of their kind. They would do all those things which man devises to make up for an essential lack. They would, in all honesty, act just like us.

For we are doing all this to compensate. And, indeed, some form of com-

pensatory activity is inevitable. We have to convince ourselves that our work is fundamentally important, though we lack the final ingredient of proof. We must, if we are to continue to live with ourselves, justify continually the vital import of what we are doing. The sad part of it is that, while some sort of compensatory activity is no doubt essential, this particular type of activity is definitely not.

There Are Other Alternatives

There are other things in education than grades and units and degrees and credentials and summer sessions. In a recent meeting of administrators, a summary of the various philosophies of education was succinctly given, and a show of hands called for on the part of those present who agreed basically with one of the major theories. Out of two hundred and more at the meeting, exactly eleven responded. The others had no philosophy. If they did have one, it had never been taken in hand and smoothed into sufficient shape to make it recognizable even to an expert. Here, then, were one hundred and eighty-nine of us who might profitably have taken a couple of years off from extension courses and six-week sessions to do a little old-fashioned hard thinking. I wonder how many more of us there are in this business who have never troubled to think out our intellectual responses to the built-in challenges of education.

We can attend to our own cultural deficiencies. A lot of us can't spell or punctuate or write grammatical paragraphs. The cure for this condition may not be as much fun as acting as an auditor at a conference "brainstorming" session, but as a lastingly worthwhile compensatory activity it wins hands down.

We can add a moral tone to our communities and neighborhoods which a lot of them sadly lack.

We can become increasingly thorough students of child psychology, that we may help to straighten out the twisted lives that too many families are sending to us.

All these things we can do to fill the void within us. But these are the very things we do not do. We substitute buttons and bows for fruition and completion, gauds for certainty, spangles for the future.

When we face up to the reality which underlies our job, to the underlying incompleteness of our work, to the basic frustration of our daily task, then will we become a profession indeed.

W. F. McNamee New Placement Counselor

Winfield F. McNamee, 30, joined the CTA staff December 20 as secondary placement counselor. His office will be in the fourth-floor placement division of the CTA building at 693 Sutter Street, San Francisco. He succeeds Miss Norma Ciochon, who married and made her home in Auburn two months ago.

He attended Perkinson junior college in south Mississippi, where he was awarded the Citizenship Medal and graduated with honors. He received his B.S. degree from Mississippi Southern College at Hattiesburg in 1950. Graduate studies in guidance and counseling earned for McNamee a master's degree in 1952.

Coming to California in 1954, he took a position as high school mathe-



WINFIELD F. McNAMEE

matics teacher in South San Francisco. He became a member of CTA and a sponsor of the California Scholarship Federation chapter.

He served two years in the U.S. Navy, receiving his honorable discharge in 1945. In 1946 he married Doris E. Thompson of Mississippi.

Born in 1925, the youngest of 13 children, his parents died when he was four years old and he was raised by an aunt in Jackson.

Elizabeth Laurenson to Succeed Mrs. Truffelli

Elizabeth F. Laurenson became elementary placement counselor in the San Francisco office of California Teachers Association on February 1, succeeding Mary Truffelli, who resigned to spend full time as a housewife.

A widow and the mother of four children, Mrs. Laurenson has taught in elementary, junior high school, and senior high school levels in Oakland for the last eight years.

She received her bachelor of science degree at West Michigan College of Education, majoring in commerce. She



MARY SODA TRUFFELLI

took her MBA at the University of Michigan with a major in personnel work. She has been active in professional organizations.

Mrs. Truffelli had been a CTA employee since February, 1931, starting

in the Berkeley office of CTA placement as a receptionist-typist under the supervision of Miss Maley and Miss Daley. In 1942 she became an interviewer of elementary personnel, both administration and classroom teacher. When the placement department moved to the



ELIZABETH F. LAURENSON

state CTA office in 1946, she took over placement of elementary, junior high, and special credential teachers.

Married in 1953, Mrs. Truffelli had formerly been widely known as Mrs. Soda. She lives with her husband in Oakland and they expect to build a home soon in Contra Costa county.



"Hmmm-mn . . . we had better not put all the blame on his teachers, Mrs. Crenshaw."



Five-year-old Jerry Clay comforts his twin brother Larry. Jerry escaped with a comparatively mild attack of polio, but Larry will probably need care for years to come. Continuing research resulting from the 1954 Salk vaccine field trials may eventually defeat this dread disease. But we have much to do before polio is dead.

The Conquest of Polio Will Take Time

WHEN the Salk vaccine was proved safe and effective, a great milestone was passed on the way to conquering paralytic polio, but we are not yet at the end of the road. In the general rejoicing, it was inevitable that certain practical problems should be forgotten—one, the element of time. It will take time to manufacture the vaccine in great quantities and to inject it into the arms of millions of people. Much must be accomplished between the development of a vaccine and final victory over a disease.

The vaccine itself took years in the making. Dr. Salk's work was preceded by the researches of numbers of scientists who established over the years the significance and validity of many facts about polio which led to the possibility of a polio vaccine. When the Salk vaccine was ready for mass testing, months of planning took place before the 1954 vaccine field trial could be put in motion. This was the most exhaustive scientific test of a medical

product ever attempted. The evaluation study which followed took nine months to complete.

Vaccine Not Perfect

Nor is research yet completed on the Salk vaccine. The vaccine used in 1954 was proved 60 to 90 per cent effective. Further work on the vaccine is directed toward increasing its effectiveness, as well as toward simplifying methods of production. Other types of vaccines also are being investigated.

It is impossible at this moment to predict when adequate supplies of the vaccine will be available. Surely during 1956 there should be enough for all children. Early supply and testing problems have been solved, and manufacturers are now in large scale production. As lots are licensed by the U. S. Public Health Service, under rigid testing requirements, supplies are going to the states under the governmental plan for voluntary control.

The National Foundation for Infantile Paralysis concluded its vaccine dis-

Hart E. Van Riper, M.D.

Dr. Van Riper is medical director of the National Foundation for Infantile Paralysis, New York.

tribution program with the provision of second shots last fall for children in the first and second grades who had received their first shots last summer—about 6,500,000 in all. In California, about 385,000 received one shot of the Salk vaccine under the Foundation program.

Funds Set Aside

The federal government has set aside \$30,000,000 for the purchase of vaccine for use in states and territories. Under this program, funds for the purchase of vaccine are to be divided among the states and territories according to their needs. Each state and territory will submit to the Surgeon General for approval, its plans as to the method of using vaccine. Consequently, plans will vary from state to state.

The question of supply, however, is not the only factor in making the protection afforded by the vaccine available. Again time is an element for consideration. How long will it take to inoculate millions of children with three shots of vaccine? To effect a break-through in polio incidence in 1956, it is estimated that at least 30,000,000 children should receive their first two shots of the Salk vaccine before July. Ideally, 60,000,000 children in the age group one to 20 should have this protection at the earliest possible date. This will take an heroic effort on the part of private physicians and public health officers, and the vigilance of parents in securing vaccine for their children as it becomes available.

It also requires an intensive education program to keep before the public the importance of taking advantage of the vaccine if paralytic polio is to be conquered. Although the National Foundation no longer is involved in the manufacture and distribution of vaccine, it is concerned that this preventive be utilized as rapidly as possible. Intensified programs of education are directed toward this objective. A constant flow of educational materials is provided for professional and lay information, and units of study at the different grade levels are available free of charge to teachers.*

Certainly the establishment of young people's understanding and confidence

in the polio vaccine will contribute a great deal toward its acceptance generally. Although it is anticipated that polio vaccination, in time, will become a common practice, it must be encouraged at every opportunity, especially among school children.

Immunization Necessary

Until a considerable segment of the population has been immunized through vaccination, we must expect paralytic polio to continue to strike. In 1955, about 30,000 cases had been reported, approximately 2,126 in California. Today there are some 68,000 patients who need care. These are the unfortunates for whom the vaccine came too late.

In the January March of Dimes, the public pledged its continued help to thousands who today fear they may be overlooked as polio begins to decline with vaccination.

A great deal of March of Dimes-supported research is being conducted in fields related to patient care. Professional education programs of the National Foundation are helping to ease the critical shortage which still exists in the supply of medical, nursing and other personnel necessary to the adequate treatment of patients.

We Can Not Hurry

Medical research is a time-consuming process which cannot be hurried. It will take years to solve many polio problems, because the unknown about this disease is still larger than the known. Many unanswered questions in polio research include:

How long does immunity conferred by the Salk vaccine last?

Are there drugs which we might use to prevent or to treat polio paralysis?

Can we find better and simpler diagnostic tests for polio?

Undoubtedly, the answers will come in time, as long as the American people continue to team up with their scientists to find the solution to health problems. It is probable that the full significance of the research carried out under National Foundation grants with the financial support of the public will not be fully recognized for many years. The finding of a polio vaccine is only part of the story. Many research projects have brought new knowledge which will be of value in combatting other diseases.

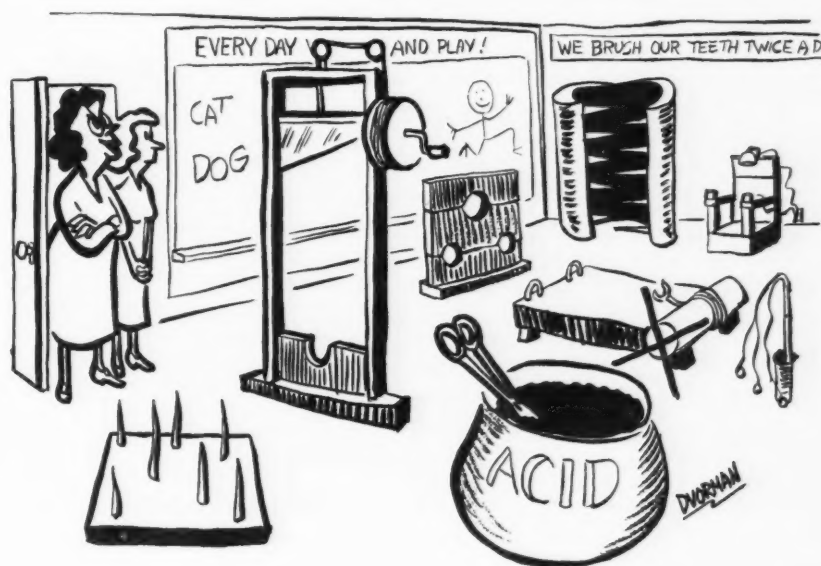
* For teaching materials write to:
Division of Public Education
The National Foundation for Infantile Paralysis
120 Broadway, New York 5, New York

CALENDAR of coming events

- 4—CTA Retirement committee meeting; San Francisco.
- 4—CTA Tenure Committee meeting; San Francisco.
- 11—CTA Central Coast Section council meeting; Watsonville.
- 12—LINCOLN'S BIRTHDAY.
- 16-18—National School Boards Association; Atlantic City, N.J.
- 18—CTA Salary Schedules and Trends; committee meeting; San Francisco.
- 18—Delta Kappa Gamma, Chi State, Region III Conference; San Jose.
- 18—CESAA, Southern Section; regional conference; Montebello.
- 18—California Speech Therapy Association; southern section meeting; Culver City.
- 18—CTA Northern Section; executive board meeting; Marysville.
- 18—CTA International Relations committee meeting; San Francisco.
- 18—CTA Bay Section; C.E.C. conference; San Jose State College.
- 18-23—American Association of School Administrators, NEA; national convention; Atlantic City, N.J.
- 22—WASHINGTON'S BIRTHDAY.
- 24—CTA Bay Section; board of directors meeting; San Francisco.
- 24-25—Western Radio and Television Association; 9th annual conference; San Francisco.
- 24-29—National Association of Secondary - School Principals, NEA; 40th annual convention; Chicago.
- 25—CTA Central Section; advisory committee meeting; Fresno.
- 25—CTA Bay Section; C.E.C. conference; College of the Pacific.

MARCH

- 2—CTA Commission on Educational Policy meeting; San Francisco.
- 3—CTA State Board of Directors meeting; San Francisco.
- 3—CSTA Southern Conference on Professional Problems; U.C. at Santa Barbara.
- 3—CTA, Classroom Teachers Department, Bay Section; Good Teaching Conference; Berkeley.
- 3-4—California Association for Childhood education; 31st annual study conference; Fresno.
- 7—CONSERVATION, BIRD and ARBOR DAY.
- 7-10—Department of Elementary School Principals, NEA; annual meeting; Denver.
- 7-14—CALIFORNIA CONSERVATION WEEK.
- 8-10—State Board of Education meeting; San Jose.
- 10—CTA Bay Section council meeting; Berkeley.
- 10—CTA Southern Section council meeting; Los Angeles.
- 10—CTA Central Section council meeting; Fresno.
- 10—CTA North Coast Section council meeting; Benbow.
- 12-15—California Congress of Parents and Teachers; advisory board meeting; Los Angeles.



"Aha! So THAT'S why she has no discipline problems!"

California Teachers Association goes on record
with a proposal for wide professional participation in

Accreditation of Teacher Education

ACCREDITATION is the act or process of endorsement or approval. The accreditation of a teacher-education institution signifies that the college or university in question is officially approved by an authorized agency as having met established standards of excellence.

Education is a profession. Members of this profession, among other requisites, are presumed to have mastered a definable body of knowledge and skills not possessed by laymen. Acquisition of this competence, as in all professions, is the primary responsibility of specialized programs in institutions of higher education. These institutions, teacher-education institutions of many and varied types, provide the necessary programs for the development of teaching competencies. In 1955 thirty-seven multi-purposed universities and colleges in California had assumed teacher-education responsibilities. Each offers programs of teacher preparation within its component schools, divisions and departments. Each is accredited by an agency within the state. Several are accredited by a national agency.

Provision of a professional staff qualified to meet the educational needs of present-day society is one of the major problems confronting the profession. A significant portion of the professional standards movement is directed toward the processes of teacher education, certification and accreditation which are fundamental to quality of membership in the profession. As a consequence of this movement, systems of accreditation for teacher education have been developed and are becoming national in scope. In the interest of public welfare these systems face the responsibility of guaranteeing that teacher preparation programs are of satisfactory quality. Experiences in other professions indicate that no state can maintain professional standards without support of a national professional accrediting agency. This is especially important to California because in recent years approximately one-half of the new teachers employed have had their preparation in out-of-state institutions.

In California a cooperative program of accreditation has been developed jointly by the legally established authority, the State Board of Education, and the mutually organized and independently controlled Western College Association, the agency organized to serve this region of the United

THE STATEMENT OF POLICY published below was originated by the CTA Commission on Teacher Education, reviewed by the CTA committee of the same name, and approved as an Association standard by the State Council of Education at the December 10 meeting in Los Angeles.

Charles E. Hamilton, secretary of the commission, points out that CTA has gone on record as inviting wide professional participation in accreditation purposes and procedures and that it stands firmly in support of the program of the National Council for Accreditation of Teacher Education. It is to be assumed that new interest in this field will lead to better preparation of personnel concerned with college visitation and new insight into standards established by institutions.

States. The California Teachers Association encouraged and supported this cooperative arrangement which now administers the accreditation program in California. The National Council for Accreditation of Teacher Education has established cooperative arrangements with these two agencies.

Believing that accreditation is a vital and necessary force in guarding and up-grading professional standards, the California Teachers Association endorses the following policies:

1. The accreditation of teacher-education institutions with the publication of lists of accredited colleges and universities is recognized and supported by the Association.
2. General accreditation of an institution (as contrasted with specialized accreditation of some particular field like Education or Law) is properly the function of an independent and voluntary agency, such as the Western College Association.
3. Accreditation of programs of teacher-education as a condition for approval of teaching credentials for the public schools is properly a function of state government through the State Board of Education.
4. Procedures for accrediting teacher-education programs should provide for participation of representatives of all areas of the profession concerned with standards for teacher education. Members of the profession participating in the accreditation program must have the advantages of special preparation for this activity.
5. The Association supports the program of the National Council for Accreditation of Teacher Education and calls upon qualified California institutions to seek such national accreditation.

The Association, through its Teacher Education Commission, encourages and supports by all appropriate means the state, regional, and national accrediting agencies as well as those state-wide organizations of educational institutions whose purposes include the up-grading of standards of teacher education by improvement of accreditation processes.

THIS WILL BE A GREAT

Summer for Travel

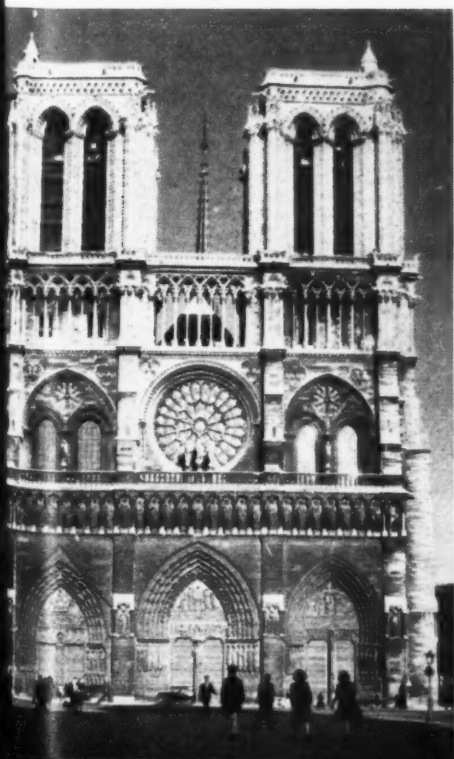
Here are some suggestions. . . It's not too early to make your plans!

Vivian Toewe

LET'S take a trip." Mere words, but they can be the prelude to an exciting summer in Canada, surf riding in Hawaii or sightseeing in Europe or Asia. Whether you want to travel for pleasure, or to combine holiday and studies, there's something in CTA Journal exactly suited to you.

In these pages, we'll try to give you hints on what's in store for you, travel-wise, and then when you've found something that looks like just what you want, write direct to the agency or tour conductor and tell him so. He'll take

Culture and history of central Europe is symbolized by this view of the famous Cathedral of Notre Dame in Paris. Great architecture and hallowed landmarks drew thousands of teachers to Europe last season, setting travel records which will probably be exceeded this summer. Guided groups and independent travel opportunities are offered by many agencies mentioned in the Journal's travel feature on this page. This photo was provided through the courtesy of French Government Tourist office.



care of everything from then on except packing your suitcase. He'll answer special questions, send you detailed literature on the tours you query him about, and even give advice on what to take with you to ensure your comfort in the countries you're going to visit. And remember, prices we may quote in this article may be subject to change.

Veteran or Beginner?

If you like, you can buy your own travel guide—time-honored *Fielding's*, TWA or Pan American's *New Horizons*, and make your own decisions about what to do in the places on your itinerary. Harian Publications also publish books about travel. But if you are going abroad for the first time, the best plan is to select a guided tour that appeals to you, and join a congenial group traveling with a competent guide.

This year, the CTA-sponsored tour will be to Alaska, via Pan American World Airways. The tour will originate in Portland following the NEA convention July 7, returning to Seattle July 17. Included will be visits to Ketchikan, Juneau, Sitka and Whitehorse. Estimated cost from Portland is \$407.

Many CTA members will be interested to learn that Dr. and Mrs. Rex Turner will lead one of the NEA tours to Hawaii this year, originating in and returning to Portland.

Some teachers will be interested in attending the World Confederation of Organizations of the Teaching Profession. Last year, a number of Californians included the meeting in Turkey on their itineraries. This year the meeting is in the Philippines. Since so many California teachers visit the Philippine Islands and the Orient, it is a certainty that California will be well represented at WCOTF this year.

Summer Sessions Attract

Summer sessions in the United States are offered by many schools, a number



Breathtakingly rugged vistas of mountain, river, and forest provide a backdrop for quiet leisure and luxurious living in this view at Banff Springs Hotel, Bow Valley, Alberta. Canadian Pacific Railway offers transportation and resort conveniences in some of the most beautiful natural scenery of the Western world.

of whom advertise in your *Journal*. Mexican summer sessions are also popular, with courses at Monterrey Tec in old Monterrey, or at Universidad Autonoma de Guadalajara, with arrangements for the latter again through Professor Juan Rael at Stanford. For Monterrey, write direct to the Instituto Tecnologico there.

You may want to fly United Airlines direct to Hawaii for fun or summer sessions at the University of Hawaii. United will send you folders. Or if you prefer the Northwest, "You'll remember Oregon" is the challenge offered by their travel information division. Summer sessions up there will be rewarding, too. However, you may want to study abroad. Pepperdine College again sponsors summer school in Switzerland, while Study Abroad, a New York organizer, offers study in Europe and Asia.

Nature Outing Challenges

But if you don't hanker after long, long trips, and would just as soon stay close to home, perhaps the summer Audubon camp or West Coast Nature School would be just the thing for you. Or for excitement, take the Colorado River trip offered by Johannes River

Safaris. Did you know that the Colorado is one of the most dangerous and exciting rivers in the world?

American Airlines sent so many folders of interesting and varied tours in this country alone that we're sorry there isn't room to cover them all. Their American Heritage Tour will enable you to see Boston, Valley Forge, New York and Washington in nine fun-filled days.

Greyhound also offers tours of your own country, and will send you folders on any section you want. And don't forget—the most popular tours are sometimes filled far ahead of time, so don't put off too long sending for the information you need.

Canadian Pacific Railway, which supplied some of the photographs illustrating this article, sent us a colorful story on the Pacific Northwest. Incidentally, did you know that Banff School of Fine Arts, a University of Alberta extension, is campaigning to become the 'Salzberg of Canada?' It is served by Canadian Pacific, and they'll be glad to give you any information on it you need.

Tour Leaders Ready

Europe under the auspices of American educators seems to be growing more and more the thing. Readers may remember the Music and Art Tour conducted by Dr. Sterling Wheelwright of San Francisco University last year. He is offering his European tour again this year, as are Frances Robinson of San Jose State, and Chester L. Dean of Los Angeles. Miss Robinson's tour emphasizes the charm and elegance of the old world, and is handled by the Lerios agency in San Jose.

A Sorbonne graduate, Dr. Adolphe Pervy, offers Educational Conference Tours of Europe. The folder he sent looks intriguing and offers several extensions in addition to the main conference tour. He can be reached at 8161 Whitaker Avenue, Buena Park.

Perhaps you aren't interested in combining learning and travel. England, France, the Riviera, Athens, Rome . . . these are magic in themselves, conjuring up as they do pictures of old castles, white beaches lining incredibly blue water, fascinating remnants of once-great civilizations. Whether you want to get there in a hurry, via the airplanes, or whether you enjoy the fun and games aboard ship, there's a tour for you at the price you want to pay.

Chapman College in Orange will take you there by TWA; Ruth Drewes of 10804 Ashby, Los Angeles, will take you there aboard the *Olympia*. Again,



Shikarapur, a tiny village in Kashmir, a native state of northern India, is typical of many semi-primitive scenes which California teachers will see as they journey through Asian countries this summer. SITA offers this view of a native boatman, a peaceful contrast with the pictures of ornate temples and packed throngs in Indian cities.

Golden Gate Tours, through Eur-Cal in Berkeley, will get you there fast, as will Europe for Young Adults. Wilford Travel Bureau in Burlingame offers Europe—economy or deluxe.

Adventure Is Inviting

How does an Adventure Tour appeal to you? That's what Dave Wynn calls his tours, appealing to the hardier souls. His "Off-the-Beaten-Track" tour should attract the adventurous, and he'll take you by ship or air.

Not many agencies advertising with us emphasize the Dark Continent, yet an African safari could be one of the

most exciting vacations you'll find. True, they are more expensive than some other foreign holidays, and perhaps a trip to Africa is one of the things to be included on that "second trip" abroad. Wynn Tours do mention Morocco, but undoubtedly all agencies will have African offerings available for the asking. Sabena Airlines do have an African safari with college credit available. It is the well-planned Campbell safari, and Dr. Giles Brown at 413 Catalina Drive, Newport Beach, will send you its informative folder for the asking.

Although Hilton Tours is a newly organized tour company, many readers will remember Osgood Hilton from his days as an instructor at Vallejo Junior College, and from his former connection with S.T.O.P. tours in Berkeley. He has sent us a number of interesting folders on tours, and indicates that all his bookings may be made through your own local travel agent. He is justly proud of his Grand Tour, which covers 12 countries by rail, motorcoach and private car in 73 days, for \$1895. This tour is limited in membership.

There are tours by S.I.T.A., Thos. Cook, S.T.O.P., American Express, Air France—names to start you dreaming. Our old friends, Phinney - McGinnis, emphasize Hawaii and Scandinavia, at economy prices. Look through your *Journal*—all these spring issues have information for *you*—the teacher—the California teacher! Now is the time for you to plan, so that when school is out on the last day, you are ready to go, and you trade the commuters' bus for the crack trains of French National Railroads—the *Mistral*, the *Sud Express*. It isn't too late—think of that wide, wide ocean and what's beyond it—pack your suitcase, and let's go!

TRAVEL IDEAS FOR THE ASKING . . .

Normally the peak of travel advertising does not arrive until the March edition of CTA Journal. This season, realizing that competition will be keen for the expected record tourist season, the Journal solicited early announcements. This, we hope, will encourage readers to apply for reservations before accommodations are sold out. Additional advertisements and travel tips will appear in our March, April, and May editions. You will find some good ideas for the asking on page 51. And note the story on CTA-sponsored tour on page 22.

TEACHERS

Make Military Orientation a part of your Student Counseling

WITH TODAY'S SENIORS facing the prospect of military service, leading educators have come to realize the importance of military orientation at the high school level. By informing students about their Army opportunities, teachers are preparing them for a successful adjustment to service—an adjustment that will make their Army career a rewarding experience.

To help you fulfill the added obligation of preparing your seniors for a *military* as well as a civilian life, the Army has developed various pieces of informational literature for your use. These booklets will help you point up the fact that the Army wants every young man and woman, at least to graduate from high school before considering enlistment. They will show you how graduates may *choose* their Army vocational training from over 150 technical courses. They also explain other Army programs that emphasize further education, travel, psychological maturity and character development.

You may get copies of these booklets to aid you in offering your seniors the guidance they need by telephoning your local Army Recruiting Station or by clipping and mailing the coupon below. In doing so, you will be helping both your students and your country.



Available for showing to Students or School Community Groups

Prepare Through Education (16 minute film which portrays problems of high school youths about to enter service and advice given them by their counselor) may be obtained free of charge by contacting nearest Army Recruiting Station or by writing to:



**THE ADJUTANT GENERAL
DEPARTMENT OF THE ARMY
WASHINGTON 25, D. C.
Attn: AGSN-P**

FILL OUT COUPON

THE ADJUTANT GENERAL

Department of the Army, Washington 25, D. C.
Attn: AGSN-P

Please send me the booklets I have checked. I understand that I also can get additional booklets for my students by writing to the above address.

☐ **Helping Youth Face the Facts of Military Life**
(Teacher's pamphlet)

☐ **This Is How It Is**
(Student booklet describing Army life)

☐ **Reserved For You**
(Student booklet describing Army job training opportunities)

☐ **It's Your Decision**
(Student booklet describing ways to fulfill military obligations)

TM56-1

Name _____

Address _____

City _____

State _____

High School _____

Position _____

Alaskan Air Tour is Sponsored by CTA

A TEN-DAY air tour of Alaska will be a CTA-sponsored travel extra this summer. In cooperation with the NEA Travel Division and ten other western states, the tour will originate in Portland, Oregon, on July 7, following the NEA convention.

Flight by Pan American World Airways will make scheduled stops at Ketchikan, Juneau, Sitka, and Whitehorse, returning to Seattle on July 17.

Estimated price of the tour is \$407, or \$390 for those embarking at Seattle.

This tour will be a brief but panoramic view of the vast north country. Some of the wildest primitive country of the continent, the tallest mountains, the great glaciers, limitless areas of forest, will all be seen by tour members.

Visit Whitehorse

From Seattle, the plane will fly over to the west of a continuous chain of mountains 1300 miles to Whitehorse, a frontier town of the Yukon. Terminus of the White Pass and Yukon Railroad and the Alcan highway, Whitehorse still bears the marks of rugged gold-rush days.

The flight over the Canadian Rockies to Juneau, capital of Alaska, is spectacular. The town is built on a precipitous mountainside along the shore of the Pacific. A drive to the great Mendenhall glacier, a boat trip around Douglas Island, and a visit to the Territorial Museum will provide opportunities for close inspection of people, terrain, and local life.

Sitka on Baranof Island will be destination of the next flight step. The tour group will then fly from Juneau to Annette Island and board a seaplane for the 12-minute hop to Ketchikan, a port city and salmon-packing capital of the world. In this area, visitors will see the largest group of totem poles in Alaska.

Further details of the Alaskan tour will appear in the spring editions of *CTA Journal*. Tentative reservations may be made through Special Services, CTA, 693 Sutter St., San Francisco, or the same office can provide detailed information on the Alaskan trip.

Turners to Tour Hawaii

Dr. and Mrs. Rex Turner will personally conduct an NEA-sponsored tour to Hawaii this summer. Flying by Pan American World Airways and Hawaiian Air Line, the tour will leave Portland July 8 and return to the same point July 28. Price of the tour is estimated at \$625.

The tour was expected to attract many Californians because of the wide popularity of the leader.

Dr. Turner, former president of CTA, said his tour will cover four islands of the mid-Pacific paradise, with a full week in Honolulu.

Reservations and detailed information on the Hawaiian tour may be secured from NEA Travel Division,

1201 Sixteenth St. NW, Washington 6, D.C.

For dozens of additional ideas in summer travel, see the feature article in this edition of *CTA Journal*. Additional travel notes and advertiser announcements will appear in the *Journal* for March and April.



"Once more! What does this spell?"

DUBRIDGE STORY . . . (Continued from page 11)

together for long hours during the laboratory sessions and we found many opportunities for extended talks. I also joined a Sunday morning discussion group of which he was leader. Although it was not a Sunday school class in the ordinary sense, it was a group which met on the campus to discuss ethical, moral, and religious problems. He was a deeply religious man, but he was not at all dogmatic and indeed was far in advance of most of the rather fundamentalist dogmas of that day.

Values of Small Class

In a senior course on current topics in physics, "O.H." suggested that the four of us who were in the class meet in the evenings at his home. So once a week we would gather in his study and read and discuss some recent paper published in the *Physical Review* or some other journal of physics. Thus we came in contact with the most recent work in physics and were able to catch a glimpse of the frontiers of the science.

Needless to say, these evening classes often developed into "bull sessions" and we roamed far and wide in our discussions. Again it was the fact that "O.H." seemed to take a personal interest in every student which made him unforgettable. He would always stop to chat with a student on the campus, ask how things were going, follow his affairs,

praise him for achievements, and advise him on difficulties.

Personal Interest Important

All of these experiences have made me feel that it is not the "blackboard technique" a teacher employs which impresses the students most and which stimulates them to learn. It is the teacher's personality and especially his personal interest in his students which commands their attention, admiration and respect.

I was always much more impressed with how much the teacher knew about the subject than with his cleverness in making the presentation. All the teachers I mentioned impressed me because they knew so much. Every question found an answer, and even questions which led far beyond the bounds of the textbook were welcomed by the teacher and discussed in an interesting and informed way.

Students are quick to detect when the teacher gets beyond his depth or outside his range of knowledge. A teacher who is only one chapter ahead of his class quickly loses the respect of the members of the class. For this reason I have always advocated more subject matter instruction and less "teaching technique" in the preparation of school teachers.

"Confidence

...because

You Understand Menstruation"

New color film strip—free from Modess—producers of prize-winning movie, "Molly Grows Up."

"Confidence . . . Because" is the first film strip ever offered on menstrual hygiene.

An exceptionally versatile teaching aid, you can run it with sound recording . . . or use it without sound, following your own teaching methods. The film strip includes many diagrams and medical drawings especially suitable for classroom study. May be stopped at any time for questions or discussion. (A teaching manual with complete script comes with film strip.)

35 mm., full color. Available with or without sound on standard 12", 16" and Universal 12" records. Running time: 15 minutes.

COMPLETE TEACHING PROGRAM

"Molly Grows Up" . . . first film on menstruation done with live actors. 16 mm., black and white, sound, 15 minutes.

"Growing Up and Liking It!" . . . a booklet for girls 12 to 18. Fully explains menstruation.

"Sally and Mary and Kate Wondered" . . . booklet for girls 9 to 12. Simple introduction to menstruation.

"It's So Much Easier When You Know" . . . booklet on menstrual physiology and tampon usage.

"How Shall I Tell My Daughter?" . . . booklet for mothers, suggests how to explain menstruation to pre-teen girls.

"Educational Portfolio on Menstrual Hygiene" . . . Complete teaching kit, including above booklets.

Mail coupon for your copies . . . free from the makers of Modess Sanitary Napkins and Belts and Meds Tampons.



Miss Anne Shelby,
Educational Director,
Personal Products Corp.,
Box 5666-2, Milltown, N. J.

Please send me free:

___ New 35 mm. film strip,
"CONFIDENCE . . . BECAUSE
You Understand Menstruation"
___ with sound ___ without sound
Record: ___ 16", ___ 12", ___ Univ. 12"
Record speed desired: ___
Date wanted: ___
___ New 16 mm. movie, "Molly

Grows Up" (on free loan)

Date wanted: _____

The following booklets:

___ "Growing Up and Liking It!"
___ "Sally and Mary and Kate
Wondered"
___ "It's So Much Easier When You
Know"
___ "How Shall I Tell My Daughter?"
☐ One "Educational Portfolio on
Menstrual Hygiene."

Name _____

PLEASE PRINT

School _____

Street _____

City _____ State _____

(OFFER GOOD ONLY IN U. S. A.)

John Gage MARVIN

California's first Superintendent of Public Instruction was a lawyer who urged public funds for private schools

Peter Thomas Conmy

STUDENTS of the history of American education are aware of the great contribution made to public education in this country a century ago by men from professions other than teaching. The work of the lawyers, Horace Mann and Henry Barnard, in Massachusetts and Connecticut respectively, commands the respect and gratitude of teachers everywhere, because these champions obtained for the public schools a recognition both by the citizenry at large and in statutory enactment, without which they would have remained in mediocrity for an additional generation or more.

The pattern established in New England by Mann and Barnard appears to have been followed in the early days of California statehood, when another lawyer, John Gage Marvin, was elected as the first State Superintendent of Public Instruction.

The *Constitution of California*, written in 1849, directed the legislature to provide for the election by the people of a Superintendent of Public Instruction who should hold office for three years. At the regular election held on October 7, 1850, there were five candidates. Marvin won with a vote of 3,823. It is interesting to note that in a period when the partisanship of political parties was in its heyday, he ran as an Independent.

Marvin took his oath of office on January 1, 1851, and served three full years, his term expiring on December 31, 1853.

The career of this first official leader of the California public school system, and his contributions both to education generally and to public education in particular are truly revealing.

Teacher, Librarian, Lawyer

John Gage Marvin was born near LeRaysville, Bradford county, Pennsylvania, in 1815. Of his early life not a great deal is known. His parents were William and Lucinda Marvin and he was the second of three sons. One of his brothers, Eli, followed him to California and played a distinguished role in early Stanislaus county. At age 23 John Marvin enrolled in Wesleyan University at Middlebury, Connecticut. After two years, or in 1840, he was appointed

principal of Athens Academy in Bradford county, Pennsylvania. In this capacity he served a year and a half, and taught Latin and Greek.

One of Marvin's pupils was Stephen Foster, the immortal American composer. As principal, he presided over the 1841 commencement when the graduating Foster's first composition, Tioga Waltz, was played.

August 20, 1842, he enrolled in Harvard Law School and received the Bachelor of Laws degree in 1844. His record was distinguished and he continued at the school thereafter until January 17, 1846, as librarian and as a part-time post-graduate student. During these years he proved his scholarship not only in class but in certain literary activities.

In addition to his library and literary activities Marvin also practiced law in Boston. Following the Gold Rush he became interested in California and was one of the sixty-five incorporators of the California Gold Mining Company of Philadelphia. On July 3, 1849, he sailed for this state on the *Europa* and after a voyage of seven months arrived in the new land. Here he was to take his place as a distinguished citizen.

He brought with him great talents and properly may be described in the words of Graham, who in his recent article writes, "One senses at once that here was a scholar, a man of broad knowledge, ardent spirit, and what is rarer, a gift of carrying into execution a project involving immense drudgery as well as sound legal and library training."

It should be noted that Marvin, prior to coming to California, had spent his entire life in Pennsylvania, Connecticut and Massachusetts. This is important in interpreting his contributions to California education. His philosophy, as will be shown later, appears to have been a combination of the theory of the public school as developed in New England and that of the church school so common in the Middle Atlantic States.

Early Days in California

Upon his arrival in California, Marvin appears to have proceeded to Tuolumne county. His interests seem to have centered in Sonora, the county seat, and in Empire, a community which he sought to develop on the Tuolumne river. Tuolumne county, one of the original counties of California, was created on February 18, 1850. Marvin, shortly after his arrival, was elected as a Judge of the Court of Sessions. This court, composed of the county judge and two associate judges selected from the justices of the peace, had jurisdiction in certain criminal cases. Its historical importance, however, lies not in its judicial but in its executive functions, for it was the managing body of the county government.

In time the executive and legislative powers of the Courts of Sessions were transferred to boards of supervisors. Sonora had an especially acute criminal problem due largely to the infiltration of a foreign population. In the archives of the California Historical Society is a proclamation issued on July 10, 1850, by a committee of citizens of whom Marvin was one, ordering all foreigners to leave Tuolumne county,

Mr. Conmy is city librarian of Oakland and director of historical research for the Native Sons of the Golden West. Author of several historical articles which have appeared in CTA Journal, he has also written biographical sketches of Paul Kinsey Hubbs and Andrew J. Moulder which will be published here. Normally reliable sources were unable to provide a picture or photograph of John Gage Marvin.

From first grade through high school



Lambert's oral hygiene and dental care teaching kits make teaching easier, more authoritative

Teachers all over the country are more and more interested in giving students authoritative information on proper dental care and oral hygiene.

Now Lambert's teaching material, carefully written for specific age groups, helps you teach these important subjects thoroughly and objectively.

Wall charts, teachers' data and student folders answer such current questions as the fluoride principle in tooth paste; how anti-enzymes keep decay acids from forming on teeth; how germs in the mouth affect health and popularity.

Material for the lower grades tells, simply and clearly, the story of "Mr. Tooth and His Friends," bringing in proper diet and brushing methods and the importance of healthy teeth and a healthy mouth.

There are three kits—one for the lower grades, one for middle grades and one for Junior and Senior High School students.

These kits are yours—free. Simply fill out the coupon below. Be sure to specify which kit you need and the number of students.



Sponsored by

LISTERINE—the most widely used oral antiseptic in the world

ANTIZYME—the only tooth paste with completely safe fluoride-like action

LAMBERT PHARMACAL COMPANY

Division of Warner-Lambert Pharmaceutical Company
Educational Dept., Jersey City 6, N. J.

Please send your free teaching material on oral hygiene and dental care as follows:

- ☐ Kit #1 (grades 1-3) ☐ Kit #2 (grades 4-6)
☐ Kit #3 (Junior and Senior High School)

I need material for.....(number) students.

Name.....

Street.....

City.....Zone.....State.....

unless given a permit to remain, and to turn in all firearms unless issued a permit to retain them.

Became Editor and Promoter

In July, 1850, also, Marvin became a partner in the *Sonora Herald*. He ceased to be active in this enterprise in the fall but returned to it in 1854, when his service as State Superintendent of Schools had ended. Although he had co-signed the proclamation against foreigners, Marvin also helped to prevent a lynching, ordering the vigilantes to surrender the accused for trial by the courts.

His greatest interest, however, was not in the legal field, but was in developing the settlement known as Empire. In 1854 he was joined by his brother, Eli, who settled there. Later both of them urged the creation of a new county and this came about in 1854 when Stanislaus county was added and Adamsville was named as county seat. But after a short time the seat of government moved to Empire, where it remained two years.

He held a commission as quartermaster and commissary, and his activity in this role appears to have continued even after his election as state superintendent. Hence in the spring of 1851 he took part in the expedition against the insurrection of the Mariposa Indians, and in July of the same year in an uprising near San Diego. In August, 1852, he was in the Kings' River county with Mayor Savage when at Campbell's Store near Campbell's Ferry a dispute arose between Savage and one Harvey. Marvin tried to separate the men but Harvey fired quickly, killing Savage.

In 1852 a special act of the legislature awarded compensation to Marvin for his work in the campaign against the Mariposas during the previous year. The sum received from the state (\$1,456) he donated to the Common School Fund.

Elected State Superintendent

The state government of California began on December 13, 1849. For almost thirteen months prior to Marvin's induction into office, government had been functioning but no act of that government had encouraged education, although the Constitution of 1849 had treated the subject magnanimously.

There were public schools in California, of course, but their needs were very great. These schools were entirely local. A state school law to define and regulate a public school system was perhaps the greatest need. Other problems

following in swift succession were adequate financial support, trained teachers, decent buildings and leadership for the professional aspects of the system.

The new superintendent enlisted the aid of a legislator, George B. Langley, and a school man, John C. Pelton, and presented to the legislature a draft of a basic law for the California public school system. This was enacted and was in effect for a little over a year. This statute provided for sale of the school lands, for taking a census of children between the ages of five and eighteen, for a minimum school term of three months, and for certified teachers.

The School Fund was apportioned on the basis of the number attending school, not the number residing in the district. Not less than sixty per cent of the state apportionment had to be used for the payment of teachers' salaries, and in order to receive apportionment, the district was required to match one-half of its share of the amount.

Schools were classified as primary, grammar, intermediate and high. The law provided for local superintending school committees of three elected for a term of one year. School districts having at least four hundred scholars were authorized, upon a two-thirds vote, to open a high school.

The State Superintendent of Public Instruction was required to file with the legislature an annual report on the condition of the school system. This school law, also, provided for the apportionment of the state school fund to denominational schools if found by the superintending school committee to be well conducted, and to the schools of charitable organizations, such as orphan asylums. In this provision for state aid to religious and charitable schools (other than public schools) may be seen the influence of Marvin's background from the Middle Atlantic States, where education was left largely as the responsibility of churches and charitable institutions.

In January, 1852, Marvin submitted to the legislature his first annual report. A year in office had brought about his ardent support of public education. He had been studying the school systems of the eastern states and had absorbed the philosophy of the public school.

In Marvin's mind there appeared to be a twofold aim of public education, namely (1) the preparation for good citizenship idea so prevalent in New England, and (2) the charity school philosophy characteristic of the Middle

Atlantic region. Marvin recognized the defects of the first school law and in his report recommended its repeal.

Proposes New School Law

Marvin's new law, based upon experimentation of a year, was a considerable improvement. One of the chief provisions of the new law was its provision for a school officer, the county superintendent of schools. In this way the state superintendent dealt with school districts through a responsible official. Marvin in his report had urged more liberal support and this reflected itself in the new law which permitted cities and counties to levy a tax of three cents for schools.

A State Board of Education was created, comprised of the Governor, Surveyor-General and State Superintendent of Public Instruction. The Surveyor-General was included because the principal function of the board was the supervision of the sale of school lands.

This school law, also, contains the first mention of teachers' professional organization when it authorized the state superintendent annually to call a state convention of public school teachers.

This law not only omitted the provision permitting denominational and charitable schools to receive a share of the state apportionment but in Article VI by positive enactment prohibited any benefits thereupon to schools not "free from all denominational and sectarian bias."

Church Schools Favored

The school law enacted in 1852 proved successful, as Marvin pointed out in his second annual report. The item of primary historical interest in this report is his allusion to the denominational schools and his recommendation in mild terms that they, if found by the county superintendent to be giving competent instruction, receive a share of the state apportionment.

The legislature acted favorably on the suggestion and amended the law so as to permit the county superintendent of schools, upon petition, to name three school commissioners, "for any common school district." The effect of this was to create within a city school district other school districts. This created ward schools in San Francisco (which appears to have been the only place where the law was followed). At the same time this amendment was

(Continued to Page 30)

At what age should a girl be told about menstruation?



How this important question is being answered in many school systems today

"Better a year early than a day late" is the answer more and more parents, teachers and school nurses are giving to the question of when menstrual education should begin. Explaining menstruation as a normal part of life—*before* it begins—helps to eliminate the shock of the unknown.

In hundreds of schools today the Kotex* program of menstrual education is being used with gratifying results at the fifth and sixth grade levels. These schools, of course, give extra consideration to enlisting the cooperation of mothers before the program begins.

Methods used to enlist parent cooperation

Some schools send letters to the mothers explaining the need for the instruction in this younger group. In some schools mother-and-daughter meetings are held in which the film is shown. In still other schools a P.T.A. representative is asked to participate in the planning of the program.

Why this program of menstrual education is particularly suitable for younger girls

In the film "The Story of Menstruation" the Walt Disney touch lends beauty, dignity and charm to the scientific facts—appeals to any age group, but is particularly effective with younger girls.

"You're A Young Lady Now" is a 16-page booklet written especially for girls 9 to 12 in terms this younger group can easily understand. It has helped millions of young girls acquire a healthy, normal attitude toward growing up.

**This complete program
is available to you
without charge**

**"The Story of Menstruation"—a
Walt Disney Productions film**



This 10-minute, 16 mm., sound and color film available free (except for return postage) on short term loan.

"You're A Young Lady Now"



This booklet on menstruation, written especially for girls 9 to 12, is available in quantity for classroom distribution. Use the order form below—order as many booklets as you need.

Teaching Guide and Menstrual Chart



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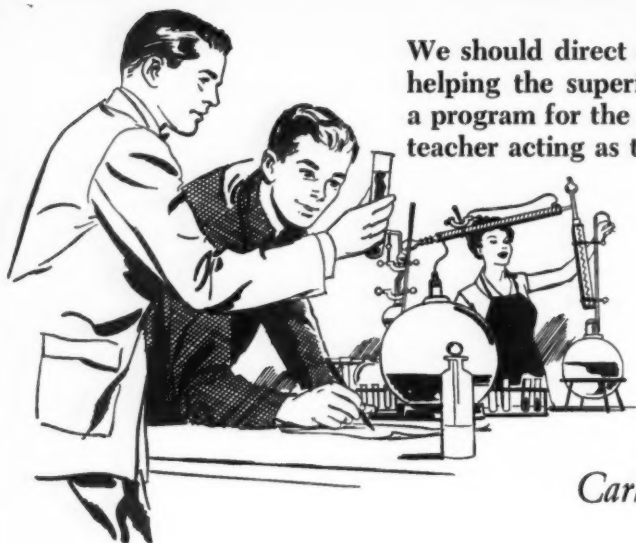
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We should direct more attention to helping the superior student. Heart of a program for the gifted is the good teacher acting as tutor.

Carl J. Schreiter

Salvage the Gifted

DURING the years of our political growth, we have come to believe that an intelligent, well-informed citizenry, honestly and seriously concerned with matters of public interest, is indispensable for the preservation and flowering of democratic government. All of us believe that the future of America lies in the quality of its youth; that the quality of the individual is an index of the caliber of the nation, and that public education of a high degree for all is an ideal toward which we must continue to strive.

It is my feeling that the schools of America have been overlooking the most powerful potential in perpetuating and safeguarding the future development of our national heritage. We are not taking advantage of the greatest national asset and resource that we possess: the intelligence and capacity of our gifted youth.

I do not mean to imply that we are doing nothing. My feeling is that we are doing far too little. That the handicapped, either mentally or physically or both, need special services we definitely recognize. Our natural sympathies for the afflicted impel us to make provision for them. However, when we come to providing opportunity, stimulation, inspiration, guidance, and direction for the mentally superior we falter. We are so busy tilling sterile soil that we have little or no time, energy, and finances available with which to cultivate the most fertile soil we possess.

These forgotten and neglected youth

are the very ones who have the most to offer our land. They represent the future leadership of America. It is my belief that no financial expenditure, no expenditure of human energy, no type of teaching will bring a return to the nation comparable to that which would result from inspiring, guiding, and teaching our gifted youth.

Let me suggest a procedure by which we can accomplish the desired development and growth of our competent young people and open up to them new fields of human endeavor and learning. As these youth are those who will go on to higher institutions of learning in the majority of cases let us, in the academic fields, specifically those of English, social studies, mathematics, science, and the languages, make available teachers with the necessary time to guide and direct the gifted on an individual basis.

Teacher As Tutor

What they require is guidance, direction, inspiration, teaching by gifted teachers. The teachers should be not only well-grounded in their own specialties of learning but broadly cultured; with the capacity and desire to inspire young people. Essentially the work would be completely individualized as each student should progress as rapidly as his capabilities permit. At times some of the work could be done on a small-group basis but never involving groups so large as to constitute class size. Class work as such should be avoided. Basically the teacher would be a tutor. Unless the program is completely individualized, it will fail in its purpose. These teachers should be

provided at least two periods daily for this program. Naturally the time necessary would depend upon the size of the school and the number of students admitted to this type of study.

There are many problems and difficulties to overcome. These we can overcome if we but understand and appreciate the immense educational returns inherent in such a program. If we cannot begin in all of the departments suggested above we can begin in one or two, and make available one or two teachers from classroom teaching for several periods daily. What these young people need is opportunity and inspiration so that they may utilize their inherent capabilities as fully as possible. We must believe that we are dealing with individual personalities, extremely worthwhile and sacred in their own right; important indispensable units in the nation.

Selection of outstanding students for this program can readily flow from functioning guidance programs. With such guidance facilities at hand we can choose those of ability who have demonstrated through their earnestness and educational achievement their fitness for exceptional educational opportunity. We will have a variety of concrete bases of judgments. Not only will guidance of the proper caliber make selection feasible but it will discover those who can prepare themselves for future admission to the gifted program.

Special Gifts Needed

The outstanding factor in this program, as in all other educational endeavors, is the teacher. These teachers must be alive with stimulating thoughts. They must be people who have the capacity to integrate ideas into the stream of human thought. They must be teachers who can inculcate intellectual habits of thought, interest and pride in intellectual achievement. A teacher suited for the gifted program must have real grasp not only of his own field, but of allied fields and at the same time possess a warmth of human understanding as well as enthusiasm in assisting and leading young people of capacity far beyond what is ordinarily expected of high school students.

Let us remember that the keen mind is a delicate instrument responsive to an enormous range of stimuli and always active. Let us nurture and develop the resources inherent in such minds. The beneficial return to the individuals involved and to the nation can be of a magnitude beyond our fondest hopes.

Mr. Schreiter is principal of Chico senior high school.

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JOHN GAGE MARVIN

(Continued from Page 26)

passed, the prohibition against state funds being apportioned to schools not free from sectarian bias was repealed.

One of the most interesting features of this legislation was its failure to authorize in specific terms state aid to denominational schools, and its reference to the "common school district" in incorporated cities which might be set up as ward schools. To receive state aid it was necessary that these schools be conducted in accordance with the standards of the school law requiring certificated teachers and a minimum school term of three months. The fact that they were referred to as "common school districts" would imply that they were regarded as standard institutions of elementary instruction as found then so universally in the Middle Atlantic states.

Defeated by American Party

There was an unfavorable public reaction to this legislation in certain quarters. The Protestant press was vociferous in its denunciations of state aid to Catholic schools. In 1853 the Know-Nothing Party (known in California as the American Party) gained several seats in the legislature. In 1854 Delos R. Ashley, assemblyman from Monterey county, introduced a bill which provided for a new school law and omitted the provisions permitting ward schools to receive a share of the school fund. The Ashley Bill failed to pass. At the next elections the Ameri-

can Party won control of the legislature and a bill by Ashley repealing the ward school provisions and prohibiting state aid to denominational schools passed both houses and received the approval of the governor.

The school administration of scholarly John G. Marvin might have continued for another terms of three years. His advocacy of the cause of public education, his championship of standards for professional teachers, good school houses and adequate support, as well as his recommendation for the administration of school lands, appear to have been well received.

His undoing was his advocacy of aid for church schools. In doing this, he alienated the support of Protestants, drew the wrath of the Know-Nothing Party, and lost support in his own party, the Democratic. At the Democratic Party's state convention held at Benicia on June 21, 1853, Marvin lost the nomination to Paul K. Hubbs.

Returns to Newspaper

Hubbs was elected on September 7. Marvin rounded out his term on December 31, 1853. Thereafter he returned to Empire City and undertook editorship of the *Sonora Herald* and the practice of law. He was an unsuccessful candidate for county judge at the first election held in Stanislaus county. Shortly thereafter his health broke and because of his acute tubercular condition he sought cure in the Hawaiian Islands. He died there on December 10, 1857, at the early age of forty-two.



"Just go right on, Miss Bush, as if we weren't even here."

Self-Appraisal and the Beginning Teacher

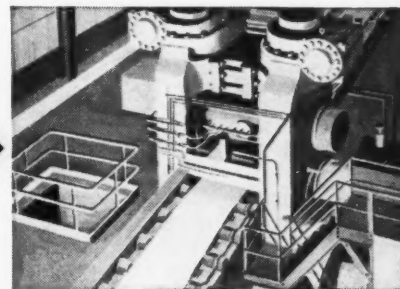
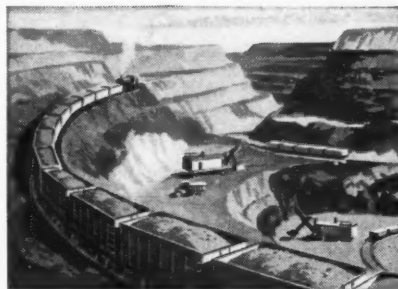
This little drama in one act may be only a farce—and again it may be nearer the truth than we will admit. How much required duty is irrelevant—and how much is essential to good teaching?

OUR faculty has been evaluating itself. In comparing ourselves to the elusive Ideal Teacher, we came up a little short in measurement . . . to say nothing about what happened to our self-confidence.

However, after the initial shock wore off, we imagined the following scene as a result of the colossal inferiority complex which we had all developed.

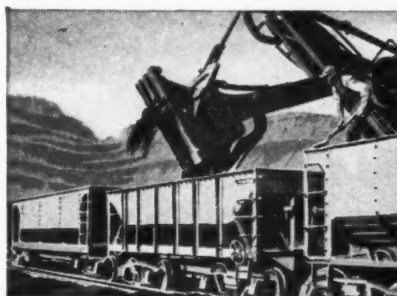
Picture an interview between the student advisor of the college and a student who is about to begin her teaching career.

FROM MINE TO MILL

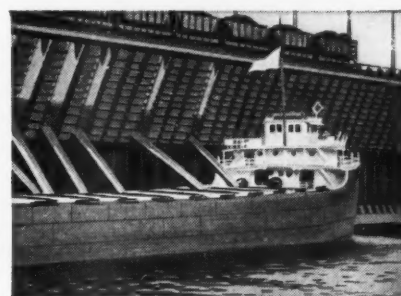


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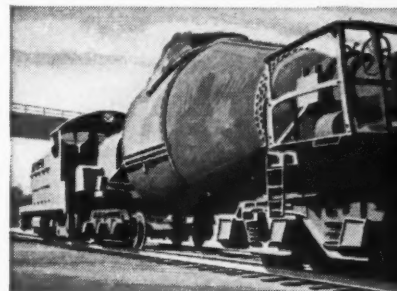
The transformation of iron ore into steel — for use in thousands of products from paper clips to girders — is a modern marvel. It involves huge mines, blast furnaces ten stories high, vast steel mills and fabricating plants . . . all linked dependably, economically by railroad!



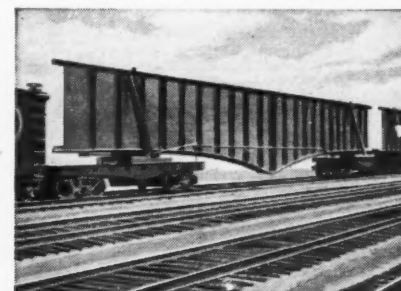
Iron ore is mined in many parts of the U. S.. Huge power shovels scoop up 10 tons at every bite—six scoops to a hopper car. At the peak of the season, railroads average 15,000 carloads of ore a day.



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Advisor: Well, Miss Grad, I see by your papers that you are graduating with honors and the the staff seems to think you will become a successful teacher.

Miss Grad (lowering her gaze and managing an embarrassed smile): Well, . . .

Advisor: Of course, you realize that more will be expected of you than just the ability to put over a reading lesson. You will have to be well informed at all times; that is, you should subscribe to several professional periodicals, read the most recent books in the area of education, keep up with the newer methods by taking courses offered by the college and the in-service program, and keep up with the current events by subscribing to local newspaper and national magazines.

Miss Grad: I've been reading . . .

Advisor: And not only will you be expected to attend the regular PTA meetings, but you must participate in committee work when you are invited, take an active part in community activities and projects, help the school to keep the local citizens informed of the school's activities, and use the community resources in your teaching whenever possible. You would find it profitable to visit some of the lay people and become acquainted with what they have to offer you.

Miss Grad: My evenings . . .

Advisor: You must be very careful of the way you dress. Children are careful observers and our severest critics. Of course, you will want to make a favorable impression on your associates and visiting parents.

Miss Grad: My salary . . .

Advisor: Many of the teachers make their own clothes. Fashion journals will help you. It is a good way to spend an evening and you will find that sewing will help stretch your pay check. Many teachers knit in their spare time, too.

Miss Grad: My weekends . . .

Advisor: You will probably need to have many parent conferences. In order to do a good job of reporting, you must keep your cumulative records up to date. Correct tests promptly and record the results. Don't forget to keep your anecdotal record on each child so that you may more fully understand each one's needs and accomplishments.

Miss Grad: My goodness!

Advisor: You must be a contributing member of your professional group. Join organizations of local teachers as

well as some of the state and national professional groups. Work with any curriculum-planning committees that may be formed, since there is much to be learned from such study and research groups.

Miss Grad: My!

Advisor: Become acquainted with the records kept in the office in order to have all reports in on time. Do a careful job of bookkeeping on your register since it is very important to have it correct at all times. Check absences and, if necessary, make a home call to verify an illness. This affords you an opportunity to visit many homes, giving you insight into some of the problems which might arise.

Miss Grad: !!!

Advisor: If you have any hobbies, share them with your children or your

associates. Write articles for the professional journals, attend lectures and concerts, join music and drama groups, and get plenty of exercise.

Miss Grad: Did you forget . . .

Advisor: I'm glad you reminded me, Miss Grad, because you must try to keep your room neat at all times and sometimes just an hour or so of decorating once a week after school will do wonders for its appearance.

Advisor: These are some suggestions which have come to my mind. They are by no means complete. Now—would you have another question to ask?

Miss Grad (very timid and humble): Yes, Mrs. A . . . Tell me, when will I have time to teach???

KATHY STERNBERG

San Jose School District, Pacheco School, Marin County



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New EBF Junior Film — Latest in the growing EBF Junior series is: *LEARNING ABOUT YOUR NOSE* (8 minutes, B/W and color), wherein a Doctor, using both dialogue and narration, explains the breathing, smelling and protective functions of the nose—employing animation and microphotography. The film is ideal for health and hygiene classes. Be sure to preview, soon!

New Biology — Zoology Films: WILLIAM A. ANDERSON, with his unique talent for producing outstanding natural science color films, has completed two newly released EBF films for high school and college students in biology and zoology classes. Maintaining the same superlative standard of his earlier *MONARCH BUTTERFLY STORY* are: *CRUSTACEANS* (Lobsters, Barnacles, Shrimp and Their Relatives); and *WORMS* (The Annelida—Leeches, Earthworms and Sea Worms). The new science films combine vivid camera action studies, animated drawings and microphotography to provide a remarkably clear impression of the appearance, habitat, structure and behavior of these two important animal classifications. (Each film is 1¼ reels, in color or black and white.)

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VALUES TO LIVE BY

Sarah Carter

THE Moral and Spiritual Values Committee of CTA, born in the spring of 1954, has had a brief but interesting history. The original group of twenty-seven council members came together by a common interest in moral and spiritual values and the role of the school in the development of such values. The committee has grown in interest and expanded its activities until it now enlists the cooperation of nearly every California teacher.

It is the duty of the committee to determine goals for the teaching of moral and spiritual values consistent with the public school role in the acknowledged partnership of church, home, and school. The outcome, however, depends on the imagination, skill, and enterprise of each and every teacher.

Schools Not Godless

That the schools are Godless has been as commonly heard in recent years as that the three R's are not well taught. The public is being reassured on the important three R's issue. The MSV committee is attempting similar reassurance concerning the equally important job of developing in children the moral and spiritual values generally sanctioned in our democratic society.

"Values to Live By," available now from CTA headquarters, is our first publication. It is designed for use by interest groups among faculty members and in local associations. An interest group may meet in the faculty workroom or over cups of coffee to discuss the unlimited opportunities to build in children moral and spiritual resources.

At first an interest group will just talk, question, and disagree. It will be immediately apparent that participants need supplemental background reading. The MSV Committee can provide a

Mrs. Carter is chairman of the CTA committee on Moral and Spiritual Values and a high school teacher in Eureka.

bibliography of materials readily accessible and easily read. *CTA Journal* periodically publishes a suggested reading list, and a longer bibliography may be had for the asking. Along with the bibliography and "Values to Live By" will be sent a copy of Dr. Arthur Corey's speech on "Moral and Spiritual Values" delivered before the state PTA convention in 1954. In a sense, Dr. Corey's speech is the policy-making statement of the committee and outlines clearly the purposes and limits of our proposed contribution to good education in California.

A Wide Exploration

The progress of the interest groups will follow the pattern of the state committee itself. It will inquire fully and explore widely, yet act slowly. A defining of such terms as moral values and spiritual values will stimulate interestingly divergent ideas, and each group will doubtless make its own workable definitions. The committee, however, pretty generally now thinks in terms of Dr. Corey's statement that "moral values are exhibited in conduct, and spiritual values tend to involve the attitudes, appreciations, beliefs, and emotions out of which conduct emerges."

Perhaps independently each group will establish its purpose and in so doing will appraise the statement of objectives of the state committee as unanimously approved by the state council in April, 1954. These were:

"To help teachers develop in pupils a greater recognition of God and religion as factors in our culture, and to instill a desire to participate in the religious life of the community.

"To help teachers find, explore, and use methods of teaching which will implant and nourish in youth the moral virtues and spiritual values sanctioned in our democratic society."

Many Should Assist

When an interest group has reached the step of determining objectives, it is ready to enlist the help of parents and other interested lay people. No doubt each PTA unit has a member who will gladly enter the discussion. As long ago as 1952 the National Congress of Parents and Teachers published a handbook and discussion guide on moral and spiritual values. Just as the PTA took a lively lead in being sure that Johnny is mastering the basic skills, that organization has declared that the basic purpose of education is concerned with building character.

Church leaders of the several faiths represented in nearly every American community are valuable resource people in an interest group. They can be most helpful in determining the lines between the responsibilities of the school and the church, and the school and the home. Together, the teacher and the lay leader have the responsibility of observing strictly the principle of the separation of church and state, and at the same time strengthening the public school in its work of insuring democratic survival by developing the values fundamental to the health of any organized society.

Lines to Watch

Realizing that it is important to distinguish clearly between prohibited areas in the field of public education, the committee offers two principles:

1. The study of moral and spiritual subject matter, when and as it enters into the classroom program, should be designed to give the student an understanding of the religious factors of our cultural heritage, and an informal, respectful, and appreciative attitude toward all religious faiths and creeds that have contributed to American society.

2. The study of the subject should be conducted entirely without intent to indoctrinate. Our teaching of these matters must never reach the point where any child is weaned away from the religious faith of his own home.

By committee request, counsel is compiling legal interpretation and court rulings which pertain to religion and the public school. It will be the attorney's purpose to make information available and understandable to all teachers. The committee seeks to allay fears that might cause teachers to avoid the basic area of moral and spiritual values.

In response to expressed need, the committee is at work on compiling material in secondary art, music, library, and social service fields having to do with the major faiths of mankind. Sometime next fall teachers may have annotated lists of books, films, music, etc., that will be usable in teaching about the faiths.

The committee is young and enthusiastic. Response to our "Values to Live By" is encouraging. Your opinions, your criticism, and suggestions will be helpful. Since the committee speaks for the entire membership, our effectiveness is proportionate to the cooperation of teachers throughout the state.

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Mark of a Teacher

The word "teacher" is always pronounced the same, is easy to spell, but means many things to many people. "From Anglo-Saxon *taecan*, to teach, show, command; allied to *tihan*, to accuse," states my dictionary, in part.

The first good practice of great teachers is to put thoughtfulness of others first. They seem to do it unconsciously. It is a part of their way of life. Observe a truly great teacher-artist at work and you will observe that he or she: (1) isn't annoyed at helping fellow teachers with a difficult problem; (2) respects the rights of pupils, teachers, parents, and administrators; (3) isn't too busy to be pleasant and cheerful; (4) considers others to the extent of being on time for class, meetings, and appointments in and out of school.

You will be able to find other ways in which great teachers show their respect for others. This merely points out that this quality is part of the "soul" of every great teacher.

The second good practice of every great teacher is to respect the truth, and to recognize his or her great responsibility. A great teacher fully understands that respect for the rights and opinions of others requires understanding the fact that "truth" is viewed from many different eyes.

Observe the great teacher and you will find that: (1) he emphasizes use of research; (2) he regards highly the broad learnings in accepted "bodies of knowledge" and the great teacher finds how to stimulate pupil interest in such learnings; (3) he practices the process of *thinking*; (4) the artist-teacher is thorough. He makes truth a fascinating voyage of discovery, not a thirty-five station reception of a garrulous broadcast. He puts a punch in pedagogy, knowing the need for truth and strength. As the Great Teacher struck at tyranny, he strikes a blow at falsehood.

The spirit of self-sacrifice in the sense that he is willing to work hard is obviously a third practice of the great teacher. This is not drudgery; it is service at its best. Our great profession ranks near the top in service because no capable person enters teaching merely for money. No great teacher overlooks the value of hard work.

A. R. WAGNER
Oakland

What I'd like to know is

Some questions answered by
HARRY A. FOSDICK
Secretary, Personnel Standards Commission

Is It Deductible?

Q. Concerning what is deductible on our income tax—has any change been made, or does the article in the May, 1954, CTA JOURNAL still hold?

Ans. After difficulties encountered by some teachers as result of the May, 1954, answer to an income tax question, I decided never to tackle that subject again. However, I shall attempt to give you the latest interpretations as they have been given us by Internal Revenue representatives.

The 1954 article cited the Circuit Court decision which asserted that "In those cases where attendance at summer school is required and undertaken to enable a teacher to continue her existing position, necessary and reasonable expenses paid in connection with attending summer school will be deductible. (Tuition, room rent, cost of travel, and the difference between the costs of living at home and at summer school were described as necessary and reasonable expenses.)"

"In those cases where summer courses are taken for the purpose of obtaining a teaching position, qualifying for permanent status, a higher position, advances on a salary schedule, or to fulfill the general cultural aspirations of the teacher, a deduction for summer school expenses may NOT be made."

These precedents still hold, but as they are being interpreted by the Bureau of Internal Revenue, few teachers could ever qualify. Instances where a teacher was at the top of the salary schedule and would suffer a salary decrement if she did not complete courses to meet her professional growth hurdle have been disallowed. We and our legal counsel disagree with this interpretation, but it would take a court case to reverse it.

We have held that costs of summer session courses taken as a requirement for renewal of a provisional credential should be deductible under this ruling. The Bureau, however, asserts that such courses are properly a part of a teacher's original preparation for his vocation and are no more deductible than any expenses of a college education.

The CTA could take a disputed case on one of these rulings through the

courts, but the process is expensive and would solve only a small part of the total problem. The CTA policy is that loss of an increment on the salary schedule actually is the loss of the teacher's original position in the district. Therefore, the costs of any course taken to

meet required professional growth hurdles should be deductible for the year in which they are incurred.

We have little hope of winning such an interpretation in the Federal Courts. The proper course is to launch a vigorous effort through the NEA to obtain



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Above shows box of specimens included with the Pebble Pups' booklet. Box 4 1/4 x 7 1/4" contains 18 different rocks and minerals, accurately labeled: quartz, mica, granite, chrysocollo, conglomerate, etc.

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legislation supporting this viewpoint. First steps toward this goal will be taken by the California delegation in Portland next summer when we introduce and push a resolution giving such legislation a high priority in the NEA legislative program.

Meanwhile, with only rare exceptions, teachers are stuck with the costs of summer session courses without much hope of income tax deductions.

Tenure

Q. Can a man who has tenure in a senior high school accept employment

in a junior college in the same school system with the automatic and positive assurance that his tenure in the high school will immediately become applicable to his new junior college position? In the case at hand, the high school and college boards of trustees are separate, but always meet in joint sessions. The same superintendent is in charge of both the senior high school and the junior college.

Ans. The fact that your high school and college governing boards are not identical, even though they meet in joint sessions and employ the same

superintendent, makes it unlikely that Section 13091 of the Education Code would apply in your case. Tenure would not be transferred to the new position automatically, and the college board could not grant permanent status voluntarily until you have served your three-year probationary period in the new position.

The safe procedure would be to request leave of absence from the high school district each year until tenure is acquired in the college district, then resign from the high school. This has been done in a number of cases and it is the only way to be sure that your tenure status is protected.

Can a Teacher Request a Hearing?

Q. Is it CTA policy that a dismissed teacher is unethical in requesting a board hearing? A teacher in our area asserts that CTA representatives opposed such a hearing in her case.

Ans. On the contrary, CTA field service has operated on the belief that any teacher should be allowed a hearing before the governing board without prejudice if he feels that he has been unfairly dismissed.

However, there are some restrictions on the manner in which such a hearing could be conducted if it is to give opportunity for the teacher to present his case and yet not involve the entire community in decisions on personnel matters.

We have had other cases where it was a group of parents who had the teacher under fire and exploited an emotionally charged crowd at an open board meeting as a means of pressing for the teacher's dismissal. CTA policy is the same in both cases.

We generally advise a closed meeting in which the teacher can present any evidence in his own behalf, along with whatever witnesses can offer valid testimony from first-hand experience. At the same time, the administration could file its report or otherwise present its case for recommending the teacher's dismissal.

Some of us have observed numerous mass meetings concerning disputed dismissals. We have found that personnel matters are seldom, if ever, clarified in such a gathering where personalities and emotions take precedence over facts in swaying audience reactions. Community cleavages become so deep

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as to be detrimental to the educational program.

We do not mean to remove a teacher's moral right to such a public hearing in cases where a dismissal has been a flagrantly arbitrary decision contrary to all evidence. It should be a very last resort after all other channels for reconsideration have been exhausted. Even then, the board is not legally required to grant any kind of a hearing to probationary employees.

In the case to which you apparently refer, a CTA representative did advise that a mass meeting under existing conditions could accomplish little or nothing,

while a careful study of how a dismissal became so explosive should result in improved personnel policies which would prevent recurrence of this type of dispute. The teacher had assured us that she did not wish to return to the district anyway.

The "existing conditions" included rather violent pro and con reactions to a mimeographed complaint which the teacher had circulated in the community. Those people who love a good fight should not be indulged by giving them a voice in personnel administration—a function which is the responsibility of the board and its employees.

Retirement

Q. Why does the CTA continue to promote retirement plans in which we present teachers must contribute to the support of those already retired?

WHAT IS A TEACHER?

(Continued from Page 12)

to a formal presidential dinner), many of the 115,000 teachers "lost" to the profession each year can be saved.

Boosts High Standards

He shows how lowering of standards actually works against easing the teacher shortage, and quotes T. M. Stinnett, executive secretary, NEA National Commission on Teacher Education and Professional Standards, as saying:

"The better and more intensive a man's training, the more likely he is to stay with the profession he's trained for. If a young man has invested a lot of time and effort to get a highly prized and respected certificate, he's not likely to chuck it all and go into another line of work."

His travels in covering this story took Mr. Leonard to Bay City, Michigan, where he studied the widely-publicized plan for putting teachers' aides in the classroom. Although the plan might be valuable, he thinks, as an *emergency* measure where overcrowding can't be avoided, Mr. Leonard has reservations about putting "fifty children inside four walls," no matter how many adults are present.

A striking additional feature of this comprehensive review of the teacher in American life is LOOK's hard-hitting "Magna Charta for Teachers," in which is outlined in full detail the rights and privileges of a teacher as a professional, as an honored citizen and in relationships with parents.

Ans. Your question reflects some widely held misinformation. While all improvements in the retirement system advocated by the CTA have extended the benefits to teachers already retired, these benefits are not paid by active members of the retirement system.

Your contributions are for your own retirement only. Not even the costs of administering the program are charged to the payments you make. All improved benefits for retired teachers are carried by the State at no cost to the teachers, past or present.

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ADMINISTRATION AS EDUCATIONAL LEADERSHIP. John A. Bartky. Stanford, Calif., Stanford University Press, 1956. 256 pages. \$4.75.

"The School administrator is not an angel

Gabriel watching over a flock that can do no wrong; more often than not, his job is to keep the inhabitants of a Hades within their own jurisdiction," according to Dr. John A. Bartky, the author of "Administration as Educational Leadership." Dr. Bartky is a professor of educational administration at Stanford University and director of the Public Education Association.

"Most public school administrative theory is developed deductively from the assumption that all teachers are devoted to their profession and that all children are Little Lord Fauntleroy," says the author, "but in actuality public school administration is an applied science which draws its premises from the prevailing culture of society; its laws from anthropology, psychology, busi-

ness, and political sciences; and its data from school experience."

Dr. Bartky first examines the behavior that various types of society expect from their educational leaders. The success of a leader, he says, rests on such points as understanding how personality works and how organizations behave, knowing how to administer an organization, and comprehending what the morality of leadership is. He brings in research findings from many disciplines to cast light on these problems.

In the second part of the book, Dr. Bartky shows how the theories of Part I can be translated into practice, drawing from his own experience to illustrate his points. For example, to back up his claim that even the toughest, rowdiest community leaders are truly interested in their children's welfare, he cites the case of a wealthy bootlegger whose speeding trucks were constantly endangering the children at a school where Bartky was principal during Prohibition days.

Bartky called on the man in his luxurious apartment in the midst of Chicago slums. "If the kids don't get killed by your trucks," he said, "they're going to land in jail because they don't know right from wrong." The bootlegger gave the word to his truck drivers; they slowed down to a snail's pace. He gave the school enough money to outfit a playground and even volunteered to give a speech to the children about living a righteous life. Dr. Bartky says the speech "was more effective than the strictures of ten teachers."

Many other problems are discussed: the principal's relationship with his teachers, the role of the supervisor in dealing with principals and teachers, and the threefold role of the teacher—as educator, administrator, and educational statesman.

SCHOOL BOARD-SUPERINTENDENT RELATIONSHIPS, 1956 Yearbook of the American Association of School Administrators, Washington, D.C., 496 pages, \$5.00.

America's public school boards and their administrators, the superintendents, live and move in pressures as a sailing craft moves in wind and tide. That is the way it has always been and that is the way it must be—as long as our schools are literally of the people.

The future of America's children does not lie in turning off the pressures, though there are a good many extremist pushes right now that the schools could well do without, in the interest of getting on with the business of education. The future, for better or worse, depends on what the school boards and the superintendents do with those pressures.

After all, the whole unique American concept of public responsibility for the education of all children is the result of pressures.

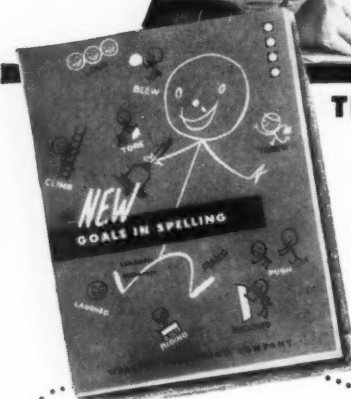
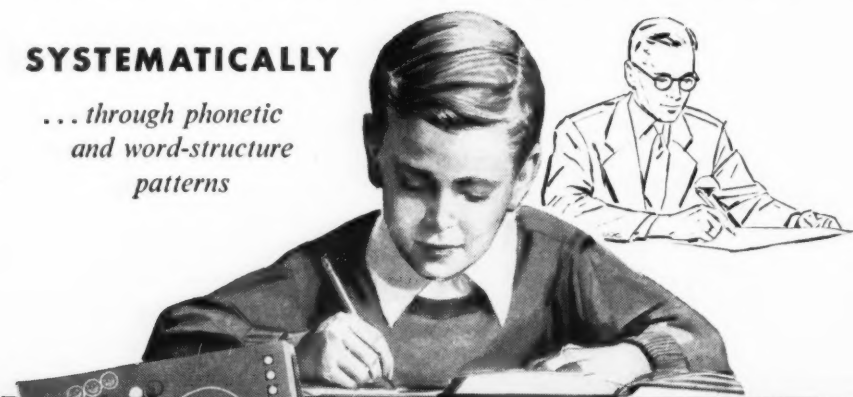
Taken singly, most pressures are well intentioned. Many are useful. Taken in the mass, they are overwhelming. If unsorted and unrestrained, they could crowd out the curriculum, disperse the student bodies, stuff the buildings with tons of promotional material, not to mention the greatest danger latent in ungoverned or exploited education pressures—the trans-

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posing of the schools into an arena for community fights.

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Employers write letters to the editor declaring that the schools do everything except teach kids to read, write, and figure. And the next week a businessmen's organization suggests adding to the curriculum a class in how to apply for a job, with their members as visiting teachers.

Professional people organize for a "return to the fundamentals," and then turn up at the next board meeting as members of a dads' club, with a demand for \$100,000 worth of new football field for their school.

A superintendent who operates a district known for its good relations with teachers

and public and within the board was asked to what one thing he attributed his schools' long record of cooperation. He thought briefly, then being a man who in 30 years in the schools has never learned pedage, said, "Fairness."

Much is being talked, written, and spent in an effort to get superior men and women into school superintendencies. It is strange that the public has not recognized that the job of the school board member also calls for qualities beyond the ordinary.

Wilma Morrison, education editor of the *Portland Oregonian* and a member of the commission which wrote *School Board-Superintendent Relationships*, wrote an article about the book from which the paragraphs above were taken. Cecil D. Hardesty, superintendent of schools of San Diego county, was also a member of the 10-member commission.

The pressures about which Wilma Morrison writes spell out the subject of the opening chapter of the yearbook and provide a theme for the 13 well-written chapters. This is a book-camera, providing a candid picture of the superintendent and the board member. There is sharp focus on important points, as well as wide range to bring in helpful details. This is a book which should be recommended in every school district. JWM

A TEACHER'S ANSWER. By Percy B. Caley. New York: Vantage Press, 1955; 279 pages; \$3.50.

"First, reduce the size of the large classes throughout the public schools, but especially in the grades where it is still possible to develop efficient learning skills and to mold character. The maximum might be no more than twelve pupils to a class.

"Second, resolve somehow the conflict between compulsory attendance and voluntary education. Either the compulsory attendance age should be lowered to the point—if there is such—where coercive education is still practicable; or, provide administrators and teachers with the authority, and the means, for compulsory education. The present situation is illogical, unworkable, and—worst of all—economically and morally unhealthy. Set up special classes and schools, if necessary, for the intractable. It is a tragic mistake to try to make a reformatory out of the public school with its mass education and assembly-line techniques.

"Third, an adequate supply of capable teachers should be assured."

The last of these recommendations should cause no lifting of eyebrows among educators; the reception of the first two is less certain.

The author with the three-point program is a teacher at Schenley high school in Pittsburgh, where he has been an official critic of practice teachers for twenty years. He has served in other school systems and was principal of a consolidated school in Iowa. He received a Ph.D. from the University of Pittsburgh in 1940. Among many other memberships he belongs to the Pennsylvania Education Association. Regardless of the merits of his recommendations, they would seem to come from one qualified by training, experience, and professional attitude to make suggestions deserving serious consideration.

Dr. Caley differs from many other commentators on modern education in that he does not view schools as designed primarily to create an educational elite. In his opinion, "The basic purpose in establishing our free public schools was, and is, to produce citizens capable of preserving and improving our democratic way of life." He also differs from them in that he does not condemn present teaching and curriculum as a whole. He says, "Now in order that there may be no misunderstanding let it be stated . . . that the public schools, as presently operated, do provide the means by which almost every youth in our country may obtain an excellent education."

The key word, according to Dr. Caley, is "opportunity." The opportunity is there

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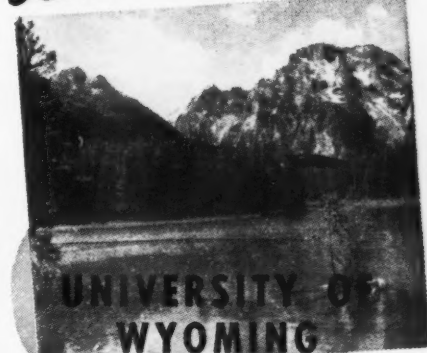
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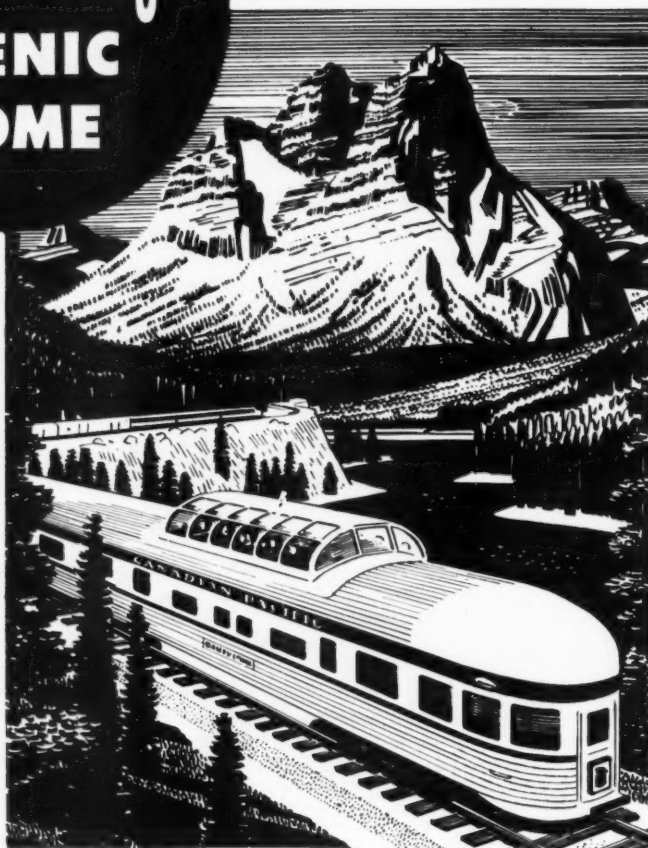
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THE BANFF ROUTE EAST

but the will to take advantage of it is not always present. And, at least on the secondary level, the necessary study skills and habits are often lacking. He feels that the "upper fifth," that top section of graduating classes from which institutions of higher learning prefer to recruit their students, is largely composed of pupils who have had the advantage of a family background which develops the character and the study skills necessary if children are to profit from secondary education. The remaining four-fifths also, in his opinion, "includes no small number of very capable individuals who have weak characters and poor standards of performance—possibly our future 'smooth operators,' violators of ethics and laws but too 'smart' to be caught, and usually motivated by selfish aims."

As he sees it, the great trouble is that students learn things which are not in the curriculum. That is, they learn to "get by," to "put on a show," and to "trust to luck." The bright ones learn these things because they cannot be challenged to do their best in large heterogeneous classes. The slow ones learn them because teachers cannot spend the time required to really get results with them and so must "pass them along" to avoid a traffic jam on the educational ladder. The chief cause of the trouble is large classes.

The teaching of habits and ideals demands constant individual attention. No student can be permitted to lapse even for a brief time from standards of performance which match his ability. Every budding aberration must be detected quickly by the instructor, and remedial action suited to the individual and the occasion must be instantly applied. None of this is possible if the teacher must spread his attention over too many students. It may be that Dr. Caley's figure of twelve as the maximum class size has been chosen for its shock value rather than because it is a goal that must be attained before public schools can do a good job; but, after reading his discussion of the responsibilities of teachers for citizenship and character training, one is not sure of this.

There are other causes of trouble, according to the author. There has been an over-emphasis on organization *per se* and on techniques for handling students in large masses. There has been an unrealistic expansion of the curriculum unaccompanied by a corresponding increase in the amount of study time allotted to it. Most serious of all these secondary causes, has been the adoption of compulsory school attendance for older students without adequate provisions being made for those who are unable or unwilling to be educated. These problem areas are all considered by the author with fairness and obvious sincerity.

Like most critics, the author is much more successful in pointing out the troubles and their causes than he is in detailing remedies. However, he does undertake to suggest possibilities for action. Not all of them seem good; but none of them seem unworthy of thoughtful consideration by all who are concerned with the future of public education and of the United States.

—G.G.C.

AUDIO-VISUAL AIDS

A department on teaching films
conducted by H. Barrett Patton

AUDIO-VISUAL MATERIALS IN TEACHING. 1¼ reels, sound; color \$125, B&W \$68.75; Educational Collaborator: Francis W. Noel, Ed.D., Chief, Bureau of Audio-Visual Education, California State Department of Education, Coronet Films, Coronet Building, Chicago 1.

The film shows how in our audio-visual world, audio-visual materials can challenge children's attention and interests in the classroom. Integration of audio-visual materials into a unit is demonstrated as we see the work of the teacher and the audio-visual center in coordinating efforts to bring rich learning experiences to the classroom. Actual class situations, teachers, class activities and an audio-visual center are shown.

WORDS OF COURTESY. Film: 10 min., Black & White, Intermediate, Price: \$50, Young America Films, Inc., 18 East 41st Street, New York 17.

The importance of such common words as "Thank you," and "Please," in school, home, and play situations is demonstrated in a simple and straightforward way.

WHY VANDALISM? Film: 17 min., Black & White, Sr. High, Adult, Price: \$75, Encyclopaedia Britannica Films, 5625 Hollywood Blvd., Hollywood.

Vandalism is an expression of personal disturbance. Three boys from homes without love, with over-protectiveness, and poverty, express their boredom and inner resentments by destruction of property. While boys' clubs, schools, churches and friends can help, the home is basically where inner feelings may be guided toward conservation and stewardship.

HOW YOUNG AMERICA PAINTS, Film, 10 min., color, free, Association Films, Inc., 351 Turk Street, San Francisco 2. User pays return postage only.

Paintings and drawings in various media and the technique applied in making a finished piece of work.

THE DU PONT STORY, 40 min., film, technicolor, free, Frank Church Films, 6117 Grove St., Oakland.

An epic film with a background of American history from the days of Thomas Jefferson to the present. It follows the industrial and scientific progress of the great du Pont company through the years.

CHILDREN OF GERMANY, Film, 13 min., B&W \$62.50, color \$120. Elementary, junior high, Encyclopaedia

Britannica Films, 5625 Hollywood Boulevard, Hollywood 28.

Four boys take a trip on the Rhine River and hike through neighboring land around St. Georges. They show Hans, from Berlin, the historic spots, the beauty, and the occupations of the region.

THE FACE OF LINCOLN, film, 22 min., B&W \$68, senior high, college, University of Southern California,

3518 University Avenue, Los Angeles 7.

The life of Lincoln is told in terms of a sculptor. As the clay is molded, one learns first of his features. His life unfolds as the clay takes shape and changes as the years pass. It is a clever form of combining sculpturing and history.

ONE LITTLE INDIAN, film, 15 min., color \$120, primary, International

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Film Bureau, 57 East Jackson Blvd., Chicago 4, Ill.

Magic Bow performed his tricks in a circus even though he was only six years old. But on the street he had to learn the rules like any other boy—to watch the colored lights in crossing the street, to play in the playground instead of in the streets, and never to run into the streets between parked cars. This is a well-done puppet presentation.

WATER WORKS FOR US, film, 10 min., B&W \$50, elementary, Young America, Inc., Audio-Visual Supply Co., 245 Broadway, Laguna Beach.

Explained in simple terms are such processes as that of a hydro-electric plant, water pressure, and the steam turbine. Many of the more common uses of water are also mentioned.

TIGARA: AGELESS CITY OF THE ARCTIC, film, 9 min., B&W \$50, color \$100, intermediate, junior high, Bailey Films, Inc., 6509 de Longpre Avenue, Hollywood 28.

A city built on top of the world at least 3000 years ago, it still has survived the Arctic storms. The houses are built of sod from the tundra that grows all around. Small boys are shown digging among the sod ruins centuries old. But the tools they unearth are the same as those used today.

DEFENSE OF THE PEACE, film, 12 min., B&W \$32.50, junior high, senior high, Wm. M. Dennis, 2506 1/2 West 7th St., Los Angeles 57.

The organization and purpose of the United Nations is brought out. Its difference from the League of Nations appears as the main committees are explained.

LIFE ON A CATTLE RANCH, film, 10 min., color \$100, primary, intermediate, Coronet Films, 65 E. South Water Street, Chicago 1, Ill.

Tommy takes part in the various tasks on the cattle ranch. Most of it takes place on the summer range, but the tasks in getting ready for winter and some of the recreations are included. The photography is excellent.

MONUMENT VALLEY (Land of the Navajos), film, 22 min., color \$190, Paul Hoeffler Productions, 7934 Santa Monica Blvd., Los Angeles 46.

In Monument Valley, above Grand Canyon, on the Colorado River, live the Navajo Indians. Life in this picturesque country is shown as the Navajos tend their goats and sheep, ride their horses and weave their rugs.

GRAVITY AND CENTER OF GRAVITY (Junior Science Series), film, 12 min., B&W \$55, intermediate, junior high, Arco Films, 2390 Broadway, New York 24, N.Y.

By making use of the center of gravity, several interesting experiments are per-

formed, such as making a round object roll up-hill, balancing a penny on a needle, and balancing a nail on the side of a glass. All of these experiments are clearly explained. The application of theory to real life is shown in the modern design of cars in contrast with earlier models.

THE HUMAN BRAIN

Film: 10 min., B&W \$50. Sr. High, college. Encyclopedia Britannica Films, 5625 Hollywood Blvd., Hollywood.

The function of each part of the brain is illustrated through the reactions of a driver when he has to make a quick decision in traffic. His action is determined by perception and motor control, analysis and integration, and planning and direct responses.

GOVERNMENT FILMS for public educational use is the title of a 651-page book published this month by U.S. Office of Education, Washington, D.C. It contains titles, descriptions, and specifications of 4500 films, sound or silent, color or black-and-white, as well as Library of Congress catalog card order number. Catalog available from Supt. of Documents, U.S. Govt. Printing Office, Washington 25, \$1.75.

SOCIAL FOUNDATIONS OF EDUCATION. By William O. Stanley, B. Othanel Smith, Kenneth D. Benne, and Archibald W. Anderson. New York: Dryden Press; 638 pp.; \$5.90.

In a succinct and dynamic manner this textual volume embraces the many social factors which are interwoven in today's educational institutions. The authors have attained the commendable goal of objectivity in dealing with a variety of subjects, many of which are inherently controversial—for example, the role of religion in pandemic education.

Analytically, each section and sub-section is introduced, elucidated by readings selected from the works of leading authorities in the particular social science field under consideration, and finally submitted to generalization and summary.

The technological and social changes which have increased the pressures and demands upon education are examined by the authors. They will be successful as this provocative and vibrant work is the type that one rereads for both reference and reflective purposes.

Attractively bound and well indexed, *Social Foundations of Education* would be an asset in all aspects to any library.

Barry G. Johnson

TEACHING AS A CAREER by Earl W. Anderson. Office of Education Bulletin 1955, No. 2, Supt. of Documents, USGPO, Washington 25, D.C., 20 p., 15 cents each.

Any young man or woman who is considering teaching as a career should seek answers to the following questions: How important is teaching? What does a teacher do? What are the requirements for teaching? How may I meet them? How can I get satisfactory employment in teaching? What salary will I receive?

What are the retirement provisions? Will I enjoy teaching? Answers to these questions are given in *Teaching as a Career*.

AMERICAN VALUES AND PROBLEMS TODAY by Chester D. Babcock and I. James Quillen, Scott, Foresman and Company, 528 pages, \$3.96 list.

This new text, published in January, is designed to help young people move forward on the road to responsible citizenship. It provides factual information on current problems, challenging ideas to think about and discuss, and problem-solving methods which may be useful in this world of rapid change.

Author Quillen is dean of the school of education at Stanford University. He and his co-author have tried to personalize the student's understanding of modern problems by writing in a friendly tone. They have included charts, drawings, and photographs, as well as "unit opener" sections, chapter reviews, activity suggestions, and lists of films and supplementary reading.

In a series of chapters headed "Your Personal Problems," the authors try to help the student clarify his thinking about the kind of life he wants for himself. This section provides a background for decisions he will have to make about choosing a vocation, establishing a family, living a full life.

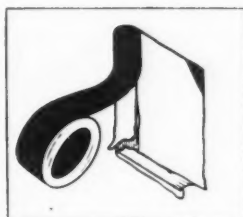


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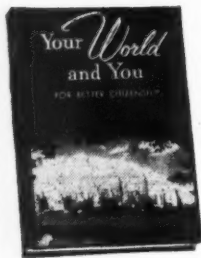
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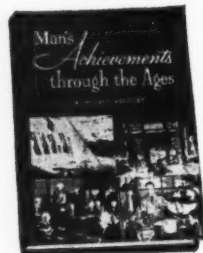
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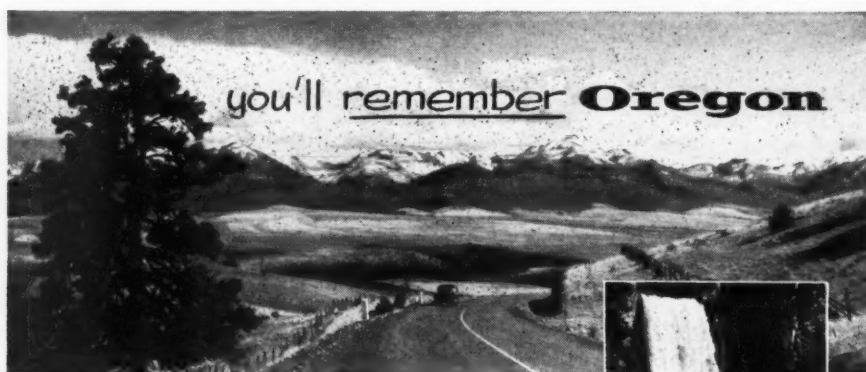
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Above—OLD WEST open range-land country along U. S. 26, near Prairie City in Eastern Oregon, looks up to the forested Strawberry Mountains.

Below—TUMALO FALLS in the beautiful Central Oregon area.



California Journal of Educational Research

Study of Achievement Test Norms

Since 1934 the Los Angeles City Schools have been concerned with the interpretation of the results of achievement tests. It is a fact that age and intelligence seem to have a greater bearing upon determining a pupil's achievement level than does his particular grade assignment. Hence, these factors are more useful in interpreting achievement results than are the usual so-called "national norms" based on grade means for an average population of 100 I.Q.

As a result of many years of study, it is concluded that:

1. The analysis of pupil test data by age and I.Q. has revealed the fact that age norms tend to be more basic than grade placement equivalents.

2. School districts whose pupils tend to be on the average above or below 100 I.Q. or whose age-grade relationship is different from that provided by the test publishers will not be able to judge fairly their attainment by the use of the usual "national" grade placement norms.

3. Where I.Q. is average but there has been a change in age-group resulting from a change in promotion policy, better interpretation can be secured by the use of the age norms included in the test manual.

4. Where marked differences occur with regard to both average intelligence and age-grade status, some sort of supplemental table should be used based on the achievement levels of pupils by increments of chronological age and intelligence.

ALFRED S. LEWERENZ, "Development of Achievement Test Norms Differentiated for Age and Intelligence," *California Journal of Educational Research* (January, 1956), pp. 25-37.

RECENTLY PUBLISHED CTA RESEARCH BULLETINS:

No. 84: "Administration of Student Body Finances in Public Junior Colleges of California," Author: William J. Justice, San Mateo Junior College.

No. 85: "Illustrative Changes in Salary Scheduling, 1955-56," CTA Research Department.

RESEARCH RESUME 2, "Survey of Gifted Child Education in California," Author: Dr. Lillie Bowman, San Francisco City Schools, for State Advisory Council on Educational Research.

Fund for the Advancement of Education shows that relative economic status of teachers has not improved much

Cost of Living and Teaching Salaries

RECENT publication of a study on teachers' salaries, *Teaching Salaries Then and Now*, from the Ford Foundation Fund for the Advancement of Education has renewed the interest in gains or losses of purchasing power by teachers when the BLS Consumers' Price Index is used as a measuring instrument. The study has obtained wide public notice and its general position is, of course, of interest to teachers everywhere: "The summary speaks eloquently for itself. It does not attempt to say what teaching salaries should be. It does, however, reveal clearly how these salaries stand today in relation to incomes in other fields. The teaching profession has suffered on a comparative basis over the years—particularly in its top salaries." (p. 10.)

Question of Relativity

It is this question of "relative economic status" with which the study is mainly concerned, since it was concluded that only in local instances has there been an "absolute deterioration" in economic status, except for a general deterioration in the highest salaries. This problem of relativity can be sharply illustrated by a recent computation of Professor Harold F. Clark, of Teachers College, Columbia University, who has kept a running score on this problem over several years in *School Executive*.^{*} We quote him:

The index of real wages of teachers showed a very sharp rise during the month of September. [Salary payments on 1955-56 salary schedules were becoming effective.] The index in September was 139.3 (1939=100). During August it was 131.7.

The month of September showed a substantial rise in the average teacher's salary. The average rise amounts to some \$200 per year. If all other salaries were stationary, this would represent a very great gain for teachers. However, the increase in many other occupations is greater than this rise for teachers.

In the automobile industry, the increase will probably run between \$400 and \$500 per year. In the steel industry, it could

easily be between \$300 and \$400. In many sections of the chemical, oil and electrical equipment industries, it may be well over \$300 per year. In many of the building

trades, the increases are going to run over \$500.

No one objects to the increases in other occupations. . . . If the increases in other occupations are higher than those in teachers' salaries, however, serious questions will be raised regarding the long term supply of teachers.

It would take a generation of teachers' salaries advancing more rapidly than other wages to get them back where they were half a generation ago.

The Ford Foundation study by Beardsley Ruml and Sidney Tickton emphasizes the same trend over a half-

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Summer Employment for Teachers

The Summer Employment Directory contains the names and addresses of employers, from coast to coast, who need extra help during the summer months. All employers have asked to be listed in the Directory. A wide variety of organizations are included, some of which are: resort hotels, dude ranches, summer camps, businesses, industries, restaurants, hotels, summer resorts, national parks, state parks, motels and others. Instructions are given on how to apply. The price of the Summer Employment Directory is \$2.00.

To: National Directory Service, Box 65, Winton Place Station,
Cincinnati 32, Ohio

I enclose \$2.00 for the 1956 Summer Employment Directory No. 14.

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(Please print)

* "Teachers' Salaries and the Cost of Living," *School Executive* (Oct., 1955), p. 21.



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century, pointing out that between 1904 and 1947 increases in purchasing power in education did not keep pace with such changes in industry, and between 1939 and 1947 teachers' incomes experienced serious absolute deterioration. This actual decline of purchasing power has been halted since 1947 and at the lower end of salary schedules has been actually reversed. It is at the maximum end of salary schedules that there is least relative gain, if any.

More Deductions

A small scale California parallel to the Ruml and Tickton study has been made by the Research Department and was presented in *Research Bulletin No. 86*, last month. Five California counties with the highest reported salary maximums in 1929 offered a basis for comparison with the current year. Selected maximums and minimums from top 1955-56 schedules in the same counties were reduced by income taxes and changes in the BLS Index.

In Alameda County in 1929 a beginning elementary teacher might have started at \$1,500. Today he might begin at \$3,800, which after income taxes would be worth \$2,046 in 1929 dollars to a single teacher, and \$2,346 to a married teacher with two children. Also today he is carrying a much larger deduction for retirement purposes than he carried in 1929.

Hasn't Changed Much

The elementary maximum was \$2,800. Today in a single salary schedule it may be \$6,800 for both the elementary and high school teacher. Reduced to 1929 terms, this represents an income of \$3,518 in 1929 purchasing power to a single teacher and \$3,846 to the married teacher with two dependents. The high school teacher maximum in 1929 was \$3,500. The single high school teacher is now just where he or she was in 1929 in income before retirement deductions.

In Los Angeles County an elementary special teacher might have started in 1929 at \$1,400 and another one at a maximum might have been paid \$2,440. Today such teachers could expect to begin at \$4,000 and look forward to reaching \$7,150 on a single salary schedule. For the single teacher those salaries are worth in 1929 dollars \$2,140 and \$3,687 respectively; for our same married teacher they are worth \$2,393 and \$4,027.

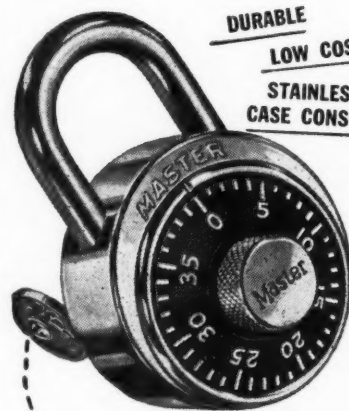
High school teachers in the same county were started as low as \$1,600 (Los Angeles City was \$1,800) and

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reached a top salary of \$3,040. They could today possibly reach a maximum of \$7,510 with a Ph.D. (\$6,925 without the doctorate) in such a district as Long Beach. To the single teacher this represents \$3,855 in 1929 values, and \$4,208 to our married teacher with two children. In the most highly favored districts in this county these teachers have gained in purchasing power over 1929 if they have acquired long professional education. Once again, they are required to "purchase" a much larger retirement annuity than in 1929.

Losses Are Shown

In San Diego County it was possible for a special high school teacher to earn \$3,600 in 1929. San Diego City pays \$6,900 today. This amounts to \$3,567 in 1929 purchasing power to the single teacher after income taxes, \$3,898 to the teaching family referred to above. In some particular situations in San Diego County today the single high school teacher has taken an absolute loss in purchasing power, small in amount but a real loss.

In summary, California, even though a bright spot in the national teaching salary picture, can with great propriety

Les Landin, Saratoga teacher, drew a cartoon for the cover of our October 1954 number showing a small boy writing repeatedly: "I will not be maladjusted." It was very popular and was followed on page 9 of our October 1955 number by a boy writing with dogged determination: "I will be more creative." The above is a logical sequel. We have not heard whether the same boy was involved in all three exercises. JWM.

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examine seriously the proposal of the teaching profession that salary maximums be no less than twice the salaries paid to beginning teachers with regular credentials. Not until some such "formula" as this achieves statewide recognition and adoption will we have any assurance that teachers everywhere in the state are any better off in economic status than they have been in the past fifty years, or as well off.

—KENNETH R. BROWN
CTA Director of Research

LETTERS . . .

In last month's Journal feature about Teacher Millie Munsey and Chief Justice Earl Warren, we were unable to include excerpts from the Salute Portfolio presented to Mrs. Munsey at Chicago. Here are two of the letters written last June and addressed to the pioneer Bakersfield teacher:

Dear Mrs. Munsey:

As one of your many former students, I was deeply pleased to learn that you are being honored for your contribution to American education. I know that you have earned this recognition as your remarkable service represents the best tradition in teaching.

You brought to your profession the simple intrinsic qualities which make an outstanding teacher. Your patience and understanding taught us more than the required academic skills; it prepared us for the transition from home to the outside world. I shall always remember the encouragement and friendship you gave us.

Congratulations on your achievement and my warmest personal regards.

Sincerely,
EARL WARREN

Dear Mrs. Munsey:

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HAZEL BLANCHARD, Fresno.

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Find and Encourage Young Teacher Candidates

TEACHERS take little interest in recruiting candidates for the teaching profession. This was the conclusion of Dean William A. Brownell of the School of Education, University of California, after a study completed last spring. In a 15-page chapter entitled *High School Teachers as Professional Recruiters* in the Eighth Annual Yearbook of the American Association of Colleges for Teacher Education, Brownell tells what he learned on this subject from senior students in 34 California high schools.

N. B. McMillian of the Kentucky Education Association staff and a member of the public relations committee of AACTE, wrote the following brief review of Brownell's study. We publish it here for two reasons: (1) we hope that the condition as reflected in this year-old study has been corrected and (2) we hope that teachers will exert new energy in the cause of professional recruitment.

From the study, Brownell concluded that teachers (or at least the teachers of the students in the study) take little part in recruiting teachers by searching for them among their students. He reached this conclusion after consulting with the students themselves. Of 4,312 high school seniors questioned, he found that only 689 (fewer than one in six) were approached by their teachers to discuss teaching as a career. Of the 2,240 of these seniors who reported an interest in teaching, only one in four were approached by their teachers.

To the credit of teachers, however, it must be said that when they did discuss teaching with their students they gave encouragement to a vast majority (92 per cent) of those to whom they talked. Further, it was found that encouragement was based on worthy purposes and a high sense of values. Financial matters were not evaded, but apparently were presented in proper orientation.

Since an earlier study had revealed low salaries as a predominant reason why students do not want to become teachers, some investigation was made in this study as to students' knowledge on this point. It was found that beginning salaries of lawyers were more often overestimated. This seems to indicate that a great many seniors lack information with respect to salaries, a lack that is the more inexcusable because it could be corrected so easily.

When asked for a judgment on job satisfaction of their teachers, 70 per cent of the students thought most teachers were happy, but 27 per cent thought that only about half of the teachers were happy in their work. This item was included in the study because of the possible indirect effect that the apparent happiness or unhappiness of the teacher may have in their students' selection of teaching as a career. Presumably, if students think that teachers are a happy lot, they will be somewhat predisposed to enter the profession. On the other hand, unhappy teachers could be an obstacle to such choice.

Dean Brownell said he undertook the study because of some hunches he has about recruiting. One notion, he reported, is that the best time to recruit youth for teaching is in the high school years. Another is that regular classroom teachers in high schools occupy a strategic position for recruiting. A third is that these teachers are not doing much by way of capitalizing on their opportunities. This study bore most directly on the third idea.

He gave credit to efforts by the Future Teachers of America and to the definite suggestions of high school principals, counselors and guidance experts. "But," said he, "I would still argue that the most potent force in encouraging youth toward teaching can be the regular classroom teacher." He explained that the encouragement can be indirect, as when teachers exhibit the satisfactions they find in teaching; or it can be direct, as when teachers talk individually with youngsters about their career plans.

In reporting that results of the study confirmed his guess that teachers are not doing as much as they might, the dean listed a few possible reasons for their failure to act more generally and more vigorously to encourage their students toward careers in the profession:

1. Many teachers question their right to influence their students toward teaching. They are unwilling to take what may be an improper advantage of their captive audiences. They argue that their students should select their careers without undue pressure of any kind and with equally complete information respecting a variety of careers.

2. Some teachers believe that the recruitment of teachers is no responsibility of theirs. If anyone has the responsibility, they say, it lies with society as a whole or with the parents of each student.

3. Possibly the most common reason is that teachers simply give little thought to recruitment and the part they may play. They are so busy doing the multitudinous things they cannot very well avoid that they have not been eager to find something else to do.

In answer to these reasons, Brownell proposed that many teachers might undertake some amount of recruiting if they could be led to see its importance, their own unique opportunities, and the very slight increase in their work loads if they were to identify a few promising teacher candidates and talk with them. In doing this he suggested that teachers be selective, encouraging only students with the required intellectual, personal and social qualities; that they urge a study of other careers; that they honestly explain both the advantages and disadvantages of teaching, exercising no undue influence of any kind, but making unmistakably clear their genuine interest in the decision.

"Counseling of this kind," concluded the California educator, "is not open to criticism of unethical practices, and, if engaged in widely at all, might produce additional numbers of badly needed teachers for the classrooms of the nation."

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